

A STUDY OF SOME OF THE FACTORS AFFECTING THE  
MORALE OF SEPARATEES FROM THE UNITED STATES  
NAVY

Edwin Charles Asman

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A STUDY OF SOME OF THE FACTORS AFFECTING THE MORALE  
OF SEPARATEES FROM THE UNITED STATES NAVY

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A Thesis  
Presented in Partial Fulfillment of the Requirements  
for the Degree Master of Science  
in Public Administration

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## CHAPTER I

### The Problem And Its Importance

To the enlisted man the word "Navy" is a symbol that may have many meanings. He may think of it in its entirety, as comprising a vast organization of ships, bases, air stations, men and officers with some sort of a controlling headquarters called the "Bureau" located in Washington. It is however much more probable that this word will create pictures in his head of his own particular part of the Navy, his ship, his aircraft squadron, his shore station or his service school. Wherever he may be stationed at the time is the "Navy" as far as he is concerned, so that if he were asked the question, "What do you think of the Navy?", his answer would probably be his opinion of his own local command at the time.

Following this line of reasoning, any attitude survey which is administered to a large, heterogeneous group of enlisted men would produce many different attitudes toward the Navy providing that the Navy is the subject of the survey. Considered as an aggregate these attitudes may be favorable, neutral or unfavorable to the Navy in general while the individual attitudes making up this aggregate would be pointed toward one certain branch or duty assignment. Conceivably, these attitudes when taken in the aggregate might appear to be unfavorable toward the Navy but when broken down into groups by branches of the service,

The Problem of the Navy

To the extent that the word "navy" is a proper noun, it may have many meanings. It may refer to the entire organization as comprising a vast organization of ships, bases, air stations, men and officers with some sort of a common headquarters called the "navy" located in Washington. It is however much more probable that this word will refer to pictures in his mind of his own particular part of the navy, his ship, his specific department, his shore station or his service school. However he may so think of it at the time is the "navy" as far as he is concerned, so that if he is asked the question, "What do you think of the navy?", his answer would probably be his opinion of his own local command at the time.

Following this line of reasoning, any statement very which is administered as a large, homogeneous group of enlisted men would produce very different attitudes toward the navy depending upon the navy as the subject of the survey. Considered as an aggregate these attitudes may be favorable, neutral or unfavorable to the navy in general while the individual attitudes arising from this aggregate would be related toward one certain aspect or duty essential. Collectively, these attitudes may be taken in the aggregate of the aspect to be determined toward the navy and when broken down into groups of pictures of the navy,

one or two of these groups could show attitudes that were favorable. In other words the conclusions reached on the data would depend upon how they were analyzed.

The subjects in this study consisted of a group of over 11,000 separatees from the Navy who filled out attitude questionnaires prior to their final detachment from the Navy. The problem under consideration will be to analyze these questionnaires by breaking the whole group down into sub-groups on the basis of duty assignments. This analysis will confine itself mainly to those attitudes expressed in the questionnaires which are commonly considered to be factors in morale.

The purpose of the study is to compare the morale of the various sub-groups, to determine if there is any difference in the overall morale among groups and further to determine what specific attitudes indicate this difference. No effort will be made to determine the absolute degree of morale of any one group but merely to show the relative difference of morale between groups. By taking reenlistment as a criterion, most of the men in this study would be considered to have very low morale, because they are all separatees and have indicated by their choice not to reenlist, that they have given the Navy a try and for one reason or another have decided against it.

From this viewpoint then morale becomes a very important factor. If a man with high morale is more apt to reenlist than one with low morale then from the standpoint

one of two of these groups would have been selected as the  
favorable. In other words the characteristics mentioned in the  
data would depend upon how they were analyzed.

The subjects in this study consisted of a group of  
over 11,000 separated from the Navy who had not returned

questionnaires prior to their final discharge from the  
Navy. The problem arose as to what would be the best way  
these questionnaires by drawing on the group some who  
sub-groups on the basis of age, length of service, etc. This analysis  
will continue itself which is based on the analysis of the data in  
the questionnaires which are currently considered to be  
factors in this.

The purpose of this study is to report the results of  
the various sub-groups, to determine if there is any differ-  
ence in the results of the various sub-groups and to re-  
termine what specific variables are related to this difference.  
No effort will be made to determine if the results of the  
results of any one group are merely the result of the relative  
difference of results between groups. It is a preliminary  
as a criterion, most of the results of this study will be con-  
sidered to have very low levels, even though they are not signi-  
ficates and have not been used by other researchers in the field,  
that they have given the data a high level of accuracy and  
another more detailed study may be.

From this viewpoint there are a few points to be  
portant factors. If a man has high scores in the  
results and one who has low scores in the results and one



of economy of administration of the Navy it would pay to have high morale. That this correlation exists seems a logical hypothesis to make, for a man who likes his job, his ship, his officers and petty officers would be more likely to remain in the Navy than one who does not. Morale is also an important factor in determining the measure of effectiveness of performance and efficiency of operation of a ship or other unit of command. In time of war it is especially important. For example, in a fight between two vessels of equal size and armament and eliminating chance factors, the one that has the most effective group performance will win. No officer who has served very long in the Navy will discount the importance of morale. In spite of this fact few officers know very much about it. To be sure they are aware of some general thing called morale and can sometimes perceive its existence, but they are unable to define it accurately and do not recognize the many components that it includes. Although most officers feel that morale is important in a vague sort of way they do not give it the high importance it deserves. There is a saying as old as the Navy itself which aptly describes the relative importance between men and material and at the same time emphasizes the value of high morale, and that is the one to the effect that "Iron Men In Wooden Ships Are Better Than Wooden Men In Iron Ships." Which means that the effective performance of a ship depends more upon the men who man her than it does upon the ship herself.

[illegible]

The importance of studies of this kind then lies first of all in the subject itself--morale and the attitudes which go to form it. That it is a problem is clearly apparent from the evidence at hand. When more than 50% of the men that are eligible to do so, do not reenlist then something may be wrong. <sup>1</sup> The first step in solving most problems is to assemble all the facts and studies of this nature should serve this purpose.

By presenting this evidence on a branch-of-the-service or duty-assignment basis it serves to narrow the field down more to the local command level where the most can be done to raise morale, through the improvement of superior-subordinate relations and environment. At the same time it serves to make the evidence more meaningful and brings it closer to home by associating it, not with the Navy in general, but with the several branches of the Navy. There is a natural tendency for officers to feel after reading some article dealing with morale in general, that this or that may be true of the Navy as a whole but it is not true for the submariners or the aviators or whatever branch of the service the particular officer may be in. To carry this same line of reasoning a bit further, a commanding officer of a ship or other unit almost always overestimates the degree of morale of his own command. This is true because his morale is apt to be high and he projects his attitudes upon his men. This fact was clearly evident in a study made by the Research Branch of the Army, of 53 Infantry

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rifle companies wherein the commanding officers of the companies were asked to estimate the number of men in their company who would say they were proud to be in that company, 43 of these commanding officers overestimated the proportion who answered favorably.<sup>2</sup> The study is important also because it indicates a general trend in Navy thinking--the fact that these data were gathered, the fact that this thesis is being written all point to the growing importance that personnel and its administration are being given in the operation of the Navy.

Definition of morale. The literature is filled with definitions of morale, some of them are quite similar to each other while others are not. However all of them seem to agree that it is an attitude, a spirit, or a state of mind.

<sup>3</sup> Taking McNemar's definition that morale is a "lot of little things" we can say that it is some kind of a composite attitude which is the result of many attitudes toward specific things or in the case with which we are concerned here that it is a general overall feeling possessed by each seafarer toward or about the Navy. What the state of this feeling might be at any given time would depend upon the way in which these "little things" were perceived at the time by the individual, and although morale is a composite of other attitudes, it is not a simple one to be found by merely adding together a number of favorable or unfavorable attitudes and coming out with a total favorable or unfavorable summation called morale. This is true because all of these

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"little things" or factors do not carry the same weight, or more specifically, one unfavorable attitude when combined with many favorable ones could still result in a total which could be unfavorable. For example, a man might be stationed on a ship where he thinks everything is fine except that his Boatswains Mate is unfair, dictatorial and cruel. This one attitude toward his superior could offset all the other attitudes and he could end up with low morale. It is evident then that the appraisal of morale is not a simple matter and there is probably no technique in existence which would give an exact measurement of the morale of any individual at any one time. The best that can be done is to determine the most important factors or components that go to make up morale and attempt to measure these with the reservation or assumption that, on the average, if these particular attitudes are favorable or unfavorable, then the morale will be favorable or unfavorable.

The components this study considers are attitudes toward officers, petty officers, jobs, and certain aspects and practices of Navy life in general.

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Method of Investigation. The data for this study were gathered by means of two questionnaires administered by the Field Research Section of the Bureau of Naval Personnel.<sup>4</sup> Over 11,000 enlisted searates of every rate and rating in every major Separation Activity within continental United States, in the period between January to April 1948, filled out these questionnaires under assured conditions of anonymity. These were all male, normal searates, i.e., no waves, medical survey, or any form of involuntary disciplinary or psychiatric searates were included. The purpose of this survey was to discover the factors that contributed to, or caused men to leave the Navy. The results of this survey have not been released by the Navy Department.

The particular data furnished the writer by the Field Research Section consisted of responses to selected questions in the questionnaires which measure attitudes affecting morale. Two questionnaires were developed after a preliminary try-out on actual searates. They were very similar in nature and contained many identical questions. One half of the group filled out each questionnaire. The responses were tabulated by being divided into seven groups which represent the following branches of the service: 1) Training or School Duty Ashore, N = 308; 2) Naval Aviation, N = 1431; 3) Submarine Service, N = 250; 4) Shore Duty, N = 3,551; 5) Amphibious Craft, N = 708; 6) Aircraft Carriers, Battleships, Cruisers and Destroyers, N = 3,737; 7) Auxiliary, Mine and Patrol Vessels, N = 1,577. The groups

[illegible]

were determined by the answers to this question in the questionnaires: "Which type of duty did you have the most of in this enlistment?"

The data, referred to above, were in the form of the number of men in each duty-assignment group who responded to each of the alternative answers of the 42 questions. In order to work with these data, they were converted to percentages and it is these percentages that are used throughout the study in referring to the relative size of any group. The questions from the questionnaires on which this study is based will be found on pages 93 to 102 of Appendix A. The Tables, which were constructed to present the data in a clear and concise form, repeat each question of Appendix A and show the percentage of each group who responded to each alternative. It will be noted that at the bottom of all the Tables, the number of men in each group who responded to the question is indicated by the letter "N". Thus, if the actual number of men responding to any alternative of any question is desired, it can be obtained by multiplying the number found in the "N" row times the percentage found in the alternative row. It will also be noted that most of these Tables have a column headed "Weight". These numbers are the values assigned each alternative for the purpose of quantification by the Likert technique. Part of these Tables appear in Chapter IV and the remainder in Appendix B.

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Organization of the remainder of the thesis. Chapter II presents a resume of related studies carried out in the military services.

Chapter III is a summary of a statistical treatment of the data to determine the rank order of the various groups based on a weighting and quantification of the questions, by the Likert technique.<sup>5</sup> Correlation coefficients are computed to determine the degree of consistency of responses made by the groups to the various items on the questionnaire.

Chapter IV is an analysis of specific questions included in the questionnaire, first, to show some of the attitudes of the whole group of separatees and second, to show some of the differences in the attitudes of the several groups.

Chapter V is a summary of the findings.

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## CHAPTER II

### Related Studies In The Military Services

Little was done in the field of attitude measurements in the Armed Forces until the advent of World War II. It will be remembered that World War I gave psychologists an opportunity to practice their profession in the measurement and classification of human abilities. The development of the Alpha test and other tests of general intelligence and aptitudes resulted from their work. Similarly, the advent of World War II gave them an opportunity not only to apply their techniques in the field of aptitudes but also in the field of attitudes. Some of these studies will be briefly described below.

#### I. Research By Army In World War II

The most monumental and comprehensive study on attitudes and their measurement to come out of World War II is presented in the four volumes of The American Soldier<sup>1</sup> series. The data on which these volumes are based were collected by the Research Branch, Information and Education Division of the War Department. The major purpose of the Research Staff in gathering these data was to provide a base of factual knowledge to help the Director of the Army Information and Education Division in his administrative and policy decisions.

Volume I among other things deals with the personal adjustment of the men to the Army environment, their reaction

Related Studies in The Military Services

Little was done in the field of social sciences in the Armed Forces until the advent of World War II. It will be remembered that World War I gave psychologists an opportunity to practice their profession in the manner-ment and classification of human soldiers. The development of the test and other facets of general intelligence and aptitudes resulted from their work. Similarly, the advent of World War II gave them an opportunity not only to apply their techniques in the field of aptitudes but also in the field of attitudes. Some of these studies will be briefly described below.

1. Research by the Army in World War II

As most researchers and comprehensive study of attitudinal and social measurement to come out of World War II is presented in the first volume of the American Soldier series, the data on which these volumes are based were collected by the Research Branch, Information and Education Division of the War Relocation Authority. The major purpose of the Research Branch in gathering these data was to provide a base of research knowledge to help the Director of the Army Information and Research Division in the administrative and policy decisions.

Along with other related studies and the resulting adjustment of the war to our military needs, the Research



to the Army as a social institution, the attitudes of the men toward their jobs, the attitudes of the men toward leadership and social control and the attitudes of the Negro soldier in the Army.

Volume II deals with the motivations and attitudes of combat troops in the Ground and Air Forces and also the attitude of the soldier toward his Army experience and toward his civilian future as he left the Army.

Volume III reports on studies of mass communication, particularly of films. The primary purpose of these studies was to evaluate various Army films and programs designed to make the soldier aware of the ideological issues behind the war.

In Volume IV, which has not yet been published, the methodological contributions to measurement and prediction of human behavior are analyzed.

## II. Study By Committee On Undersea Warfare

In a recent survey report, Human Factors In Undersea Warfare, prepared by the Panel On Psychology And Physiology of the Committee On Undersea Warfare, National Research Council, the problem of morale and leadership in relation to the effectiveness with which individuals employ their resources when brought together into a functioning group is discussed. In this study, group morale is considered to be operationally equivalent to group or potential effectiveness. Thus, if a group of a given type achieves its goals more efficiently than another equipped with similar technical

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facilities and facing equivalent external difficulties, the former may be said to have higher morale. The various methods of appraising morale are discussed along with some of the factors related to group effectiveness or morale.<sup>3</sup>

### III. Survey Of Amphibious Force

The Test and Research Section of the Bureau of Naval Personnel made a survey of the attitudes and opinions about the amphibious forces which were held by enlisted men in that type of duty.<sup>4</sup> This was done by means of a questionnaire administered during the months of April and May 1945 to a class of about 800 men who had just completed primary training for small attack boats and to 400 men who had just completed advanced training for these small boats. In addition, in order to provide a sample of men with amphibious experience for comparison with those recently trained, the questionnaire was administered to 400 men in ship's company and attack boat crews of four attack transports. The findings of the study were presented in five reports, each covering a related group of attitudes. A brief resume of each report follows.



Fundamental Motivation. The following table indicates clearly that a large percentage of the men were not motivated toward taking part in the war.

TABLE I  
Percentage Of Men Responding To Alternatives Of  
Three Questions On Motivation To Fight War

Group	Response to Three Questions	Percentage in Each Group
A	Feel the war is worth fighting; choose combat; choose military service	22
B	Feel the war is worth fighting; would avoid service; but do choose combat	14
C	Feel the war is worth fighting; choose service; but would avoid combat	16
D	Feel the war is worth fighting; but would avoid military service and combat	35
E	Doubt the worth of the war; would avoid military service and combat	10
F	Do not think the principles are worth fighting for; would avoid military service and combat	3

Prestige of Amphibious Duty. Amphibious duty was found to be held in higher esteem by men aboard amphibious vessels than at training centers. The low prestige accorded to amphibious duty by men at the training centers was thought to be partially due to the lack of information or negative information which is, to some extent, dispelled after assignment to actual duty aboard ship.

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Group	Response	Question
A	feel the war is worth fighting; because nobility; because military service	1
B	feel the war is worth fighting; because military service; but no chance of success	2
C	feel the war is worth fighting; because service; but would avoid combat	3
D	feel the war is worth fighting; because would avoid fighting service and combat	4
E	feel the war is worth fighting; because military service and combat	5
F	feel the war is worth fighting; because military service and combat	6

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Attitude toward Officers. These attitudes are best shown by the following table.

TABLE II

Percentage Of Men Responding To Alternatives To  
Two Questions On Attitudes Toward Officers

Response to Two Questions	Percentage of men giving each response at	
	Training Center	Ship
All or most take a personal interest and help all or most of the time	22	36
Half take a personal interest and help all or most of the time	9	14
Few take a personal interest and help all or most of the time	13	19
Half take a personal interest but they often don't help	5	14
Few take a personal interest and they often don't help	25	15
Few or none take a personal interest and they almost never help	26	14

Attitude toward officers was not related to such personal characteristics of the respondents as age, education, marital status, pay grade or specialty.

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Job Satisfaction. That a large proportion of the men were not too well satisfied with their jobs is evident from the below table.

TABLE III  
Percentage Of Men Responding To Alternatives To  
Question On Job Satisfaction

Job Satisfaction Category	Percentage of Men in Each Category at	
	Training Center	Ship
Satisfied and would not change	6	30
Satisfied but undecided about changing	3	8
Contradictory responses or Completely undecided	14	25
Dissatisfied but undecided about changing	3	3
Dissatisfied and would change	74	34

Personal attributes such as age, education and marital status were not closely related to job satisfaction.

Opinion of Shore Training. The results of this study showed that more recent the training, the higher the opinion of its adequacy. About two-thirds of the men who had been in the Navy less than one year felt that their training was adequate, compared with little more than one-fourth for those who had been in for more than three years.

job satisfaction. These a large proportion of a  
men were not too well satisfied with their jobs in evident  
from the survey table.

Table III

Percentage of men responding to statement nos 1 to 5  
Question on job satisfaction

Job Satisfaction Testimony		Percentage of men in Personnel category
Satisfied and would not change		20
Satisfied but would change some conditions		8
Contradictory responses or completely unsatisfied		22
Dissatisfied but would remain unchanged		3
Dissatisfied and would change		34

Personal attitudes were as follows, education and marital  
status were not closely related to job satisfaction.

Opinion of work training. The results of this study  
shows that more recent the training, the higher the opinion  
of its adequacy. About two-thirds of the men had been  
in the way less than one year but their training was  
adequate, compared with little more than one-third for men  
those who had been in for more than three years.

#### IV. Survey Of One Year Enlistees, Marine Corps

An interesting study was recently completed by the Marine Corps. In October 1948, during their first two weeks in the Marine Corps, a group of 281 men who enlisted for one year accomplished an anonymous questionnaire which was concerned with their attitudes toward completion of their total obligated service. In order to determine any changes in their attitudes about 190 of these men were given a similar questionnaire shortly before their enlistments were due to expire.<sup>5</sup> A comparison of replies at the beginning and end of their enlistment shows a decided shift from attitudes that were quite favorable to the Marine Corps to ones that were unfavorable.

This shift can best be illustrated by studying replies in three key areas.

##### Attitudes Toward Service Obligations

When asked what their intentions were for fulfillment of their service obligations the most noticeable shift was with respect to intention to re-enlist for two additional years. Originally 21 percent indicated this choice, while at the termination of their first year only 1 percent indicated that they would re-enlist.

##### Attitudes Comparing Military And Civilian Life

When asked whether military or civilian life afforded greater opportunity for obtaining such specific items as education and advancement, it was found that the attitude of

... January 1, 1960, the year ended, ending 1960.  
An interesting study was recently completed by the  
Marine Corps in October 1961, which dealt with the  
in the Marine Corps, a group of 100 men who were  
year ago completed an assignment which was  
earned with their assignment toward completion of their total  
obligated service. In order to determine why they were in  
their status about 100 of these men were given a similar  
questionnaire which before their obligation was due to  
expire. A comparison of replies at the beginning and end  
of their enlistment shows a decided shift toward completion  
that were quite favorable to the Marine Corps as compared to  
were unfavorable.  
This shift was best illustrated by the following  
plus in these key areas.

Additional Forward Service Obligations

It was noted that their intentions were to fulfill  
ment of their service obligations and their intention to  
was with respect to intention to re-enlist in the Marine  
of years. Finally, it was noted that the number of  
while the present study was being conducted, the number of  
indicated that they were re-enlisting.

Intention to Re-enlist in the Marine Corps

It was noted that the number of men who intended to  
greater number of men who intended to re-enlist in the  
position of the Marine Corps.

this group shifted from a tendency to favor military life to attitudes reflecting an increased acceptance of civilian life. At the beginning 81 per cent thought that the military offered a better opportunity for a secure lifetime career while only 11 per cent thought that civilian life afforded a better opportunity. At the end of their training, however, only 48 per cent thought that the military offered a better opportunity for a secure lifetime career while 44 per cent thought civilian life afforded a better opportunity.

This same type of shift occurred in varying degrees in response to all items---retirement pay, medical care, learning a skill, food, kind of work preferred---indicating that certain factors and experiences in their year's service caused them to look upon the military with decreased favor.

#### Attitudes Regarding Their Training And Assignment

When the men were asked what they thought about the manner in which the Marine Corps had made use of their skills and knowledges the majority indicated that good use had not been made. Actually, 39 per cent said "Yes", and 61 per cent said "No".

Analysis of the reasons given for feeling that they had not been properly used shows that, in general, they believed that past experiences were not taken into consideration, that their preferences were not considered, and that they were not properly trained or schooled.



Summary. These four studies give a general overview of what has been done along the lines of attitude survey in the military field. The amount of work done to date is small compared to what has been accomplished in the industrial and business fields, but it is significant to note that these studies have all been made during the past few years and are thus indicative of a trend in military administration. They are particularly important in relation to this study in that they demonstrated the effectiveness of the questionnaire methodology in the measurement of attitudes and this method is the one employed in this survey.

Summary. These four studies have a number of points

of which have been some of the lines of research in

the military field. The amount of work done in this

area is compared to what has been accomplished in the field

trial and defense field, but it is significant to note that

these studies have all been made during the past few years

and are the indicative of a trend to military psychology

tion. They are particularly important in relation to the

study in that they demonstrated the effectiveness of the

questionnaire technique in the measurement of attitudes

and this method is the one employed in this survey.



## CHAPTER III

### Difference In Morale Among The Groups

With the definition of morale presented in the preceding Chapter as a background it will be the purpose of this Chapter to test the hypothesis that there is a general or overall morale factor, by a statistical analysis of the responses to the questionnaire. At the same time it will be shown that there is a difference in morale of these separtees when they are broken down into groups which represent their various duty assignments. Furthermore it will be demonstrated that this difference not only applies to the overall morale but that it also exists in such specific attitudes as those toward officers, environment and jobs.

Composition of the Groups. The seven groups into which the data are divided was made on the basis to responses to the following question.

"Which type of duty did you have the most of in this enlistment?" (x one answer)

- 1\_\_\_ Naval Aviation
- 2\_\_\_ Aircraft Carrier
- 3\_\_\_ Battleship or Cruiser
- 4\_\_\_ Destroyer
- 5\_\_\_ Auxilary (oiler, repair ship, cargo, etc.)
- 6\_\_\_ Amphibious craft
- 7\_\_\_ Submarine service
- 8\_\_\_ Mine or Patrol
- 9\_\_\_ Training or school duty ashore

1. Attitudes towards the military

2. Attitudes towards the police

3. Attitudes towards the courts

4. Attitudes towards the social services

5. Attitudes towards the health services

6. Attitudes towards the housing services

7. Attitudes towards the education services

8. Attitudes towards the cultural services

9. Attitudes towards the sports services

10. Attitudes towards the leisure services

11. Attitudes towards the environmental services

12. Attitudes towards the fire services

13. Attitudes towards the ambulance services

14. Attitudes towards the prison services

15. Attitudes towards the probation services

16. Attitudes towards the mental health services

17. Attitudes towards the drug services

18. Attitudes towards the alcohol services

19. Attitudes towards the gambling services

20. Attitudes towards the prostitution services

21. Attitudes towards the pornography services

22. Attitudes towards the pornography services

23. Attitudes towards the pornography services

24. Attitudes towards the pornography services

25. Attitudes towards the pornography services

"Which type of duty did you have the most of in this enlistment?" Continued.

10\_\_Shore duty

11\_\_Other (what?)

TABLE IV  
Composition Of Groups

Group	Name	Alternative Answer	Percentage of Total Separates
A	Training or School Duty Ashore	9	3
B	Naval Aviation	1	12 /
C	Submarine Service	7	2
D	Shore Duty	10	23
	Other and Non-Respondents	11	7
E	Amphibious Craft	6	6
F	Aircraft Carrier	2	10
	Battleship or Cruiser	3	10
	Destroyer	4	13
G	Auxiliary	5	12
	Mine or Patrol	8	2

In the above table it will be noted that the non-respondents were included with the Shore Duty groups. Since a high percentage of the men who did not answer the above question did not answer many other questions either, most of the "no response" group in following tables presented herein is due to the presence of the non-respondents and is not necessarily a characteristic of the Shore Duty men.

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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the situation.

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2025 release for the 100th anniversary of the end of slavery

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A preliminary analysis of the components of the duty groups was made before the actual grouping and the combinations were made only in the cases where the response pattern was not greatly different in group parts. Thus the responses of the Aircraft Carrier, Battleship or Cruiser and Destroyer men were so closely similar that combination into a larger group did not destroy nor hide a particular or distinct response pattern and the pattern of the larger group reflected the pattern of its component groups.

Some General Separatee Characteristics. The typical separatee was a non-rated, first enlistment or "one-time" man, who enlisted for the shortest time he could. He had had some high school, but did not finish, while in the Navy he did not receive any schooling. He was generally unmarried and did not have to help support his parents, so his Navy pay was his to spend as he wished. His relationships to family or girl friend were such that it was largely his own choice as to whether he stayed in the Navy as a career, or left. He enlisted at 17-18 years of age and left the service at 20-21 when he was just coming of age.

Analysis of the Data. Each question which was so constructed that it could be quantified by the Likert technique, was so treated.<sup>2</sup> The weights assigned the various alternatives of the questions are as indicated in the tables appearing in Chapter IV or the appendix. A mean value was then computed for each group on each question. These values are presented in Table V, page 23. By means of these values



the groups were then given a relative rank for each question as indicated in Table VI, page 24.

A study of Table VI clearly shows that there is a patterning of responses in that the groups ranking high on one question tend to rank high on other questions. For example, it will be noted that the School and Training Group has a large percentage of ones and the Auxiliary Group, a large percentage of sevens. This consistency in responses is a clear indication that in part at least, these questions are measuring the same general factor, otherwise the School and Training Group could have had about as many sevens as it had ones.

the first of these is the fact that the  
as indicated in Table VI, the  
of the total population in 1950  
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is a clear indication that the  
are much more numerous than the  
and, finally, the fact that the  
had one.



TABLE V

Mean Values of Questions by Likert Technique\*

Ques- tion	chool Training	Avia- tion	Sub- marine	Shore	Amphi- bious	Comb- atant	Auxi- liary
2	5.033	4.796	4.668	4.760	4.745	4.830	4.760
3	3.039	3.270	2.695	3.366	3.551	3.291	3.655
4	2.199	2.171	1.576	2.151	2.135	2.163	2.111
5	2.314	2.406	2.144	2.350	2.296	2.416	2.481
7	1.628	1.970	2.130	2.178	2.398	2.489	2.539
8	1.338	1.431	1.483	1.682	1.671	1.554	1.786
9	3.212	3.335	2.509	3.232	3.302	3.309	3.343
10	2.593	2.682	2.506	2.749	2.945	2.808	2.919
11	2.335	2.559	2.734	2.631	2.887	2.789	2.965
12	2.494	2.730	2.972	2.838	2.880	2.954	2.786
13	2.188	2.315	2.696	2.606	2.591	2.565	2.712
14	2.357	2.430	2.624	2.503	2.579	2.687	2.659
15	1.218	1.539	1.568	1.745	1.831	1.721	1.708
16	3.118	3.301	2.606	3.245	3.515	3.339	3.479
17	2.805	3.322	3.308	3.357	3.511	3.521	3.544
18	2.291	2.410	2.445	2.479	2.702	2.680	2.774
19	2.580	2.589	2.320	2.651	2.589	2.752	2.587
20	2.051	2.160	2.055	2.337	2.237	2.598	2.451
23	2.454	2.324	2.240	2.598	2.404	2.569	2.394
24	2.809	2.805	2.736	2.767	2.732	2.895	2.892
25	2.165	2.615	2.279	2.621	2.651	2.700	2.586
26	2.732	2.759	2.917	2.591	2.915	3.036	3.149
27	3.320	3.690	3.504	3.653	3.626	3.754	3.746
28	3.125	3.151	3.135	3.155	3.444	3.503	3.561
29	2.380	2.487	2.301	2.677	2.495	2.738	2.793
34	1.954	2.527	2.412	2.627	2.712	2.797	2.797
36	2.382	2.343	2.295	2.461	2.542	2.521	2.434
37	2.300	2.511	2.637	2.497	2.638	2.697	2.784
38	3.420	3.693	3.740	3.580	4.141	4.022	4.141
40	2.829	2.936	3.024	2.922	3.062	3.011	3.011
42	1.161	1.558	1.620	1.652	1.632	1.841	1.748

\* See foot note 2 for explanation of how these values were computed.



TABLE VI

## Rank Order Of Groups On All Questions

Ques- tion	School Training	Avia- tion	Sub- marine	Shore	Amphi- bious	Comb- atant	Auxi- liary	Rho- Coef
2	7	5	1	3	2	6	3	-.090
3	2	3	1	5	6	4	7	.750
4	7	6	1	4	3	5	2	-.250
5	3	5	1	4	2	6	7	.643
7	1	2	3	4	5	6	7	.929
8	1	2	3	6	5	4	7	.714
9	2	6	1	3	4	5	7	.679
10	2	3	1	4	7	5	6	.822
11	1	2	4	3	6	5	7	.786
12	1	2	7	4	5	6	3	.714
13	1	2	6	5	4	3	7	.357
14	1	2	5	3	4	7	6	.786
15	1	2	3	7	4	6	5	.750
16	2	4	1	3	7	5	6	.786
17	1	3	2	4	5	6	7	.964
18	1	2	3	4	6	5	7	.857
19	2	4	1	6	4	7	3	.696
20	1	3	2	5	4	7	6	.964
23	5	2	1	7	4	6	3	.322
24	5	4	2	3	1	7	6	.393
25	1	4	2	5	6	7	3	.786
26	2	3	5	1	4	6	7	.607
27	1	5	2	4	3	7	6	.857
28	1	3	2	4	5	6	7	.964
29	2	3	1	5	4	6	7	.893
34	1	3	2	4	5	6	6	.964
36	3	2	1	6	7	6	4	.714
37	1	3	4	2	5	6	7	.822
38	1	3	4	2	6	5	6	.768
40	1	2	3	5	4	7	6	.929
42	1	3	6	2	7	4	4	.340
Total	62	98	81	126	144	177	175	
Composite								
Rank	1	3	2	4	5	7	6	
Mean								
Rank	2.00	3.16	2.61	4.06	4.65	5.70	5.65	

$$r_{av.} = .422$$



Adding the relative ranks for each group in Table VI and using the totals to get a final overall ranking on the entire set of questions gives a clear indication of how the groups compare with each other on the attitudes measured by these questions. Since these attitudes are all components or factors of morale then it is clearly apparent that there is a difference in morale among these several groups. The resulting rank order of the groups is as follows: School and Training, first; Submarine, second; Aviation, third; Shore Duty, fourth; Amphibious, fifth; Auxiliary Vessels, sixth; Combatant Ships, seventh.

This ranking indicates that the School and Training Group has the highest morale and the two sea duty groups, i.e. Combatant Ships and Auxiliary Vessels, the lowest. The difference between these last two is insignificant, but among the other groups it is considerable.

In order to determine statistically the degree of consistency of the ranking process the average intercorrelation between the rankings was computed.<sup>3</sup> The computation, based on formulae devised by Woodworth, resulted in a value of  $r_{av} = .422$ .<sup>4</sup> Thus the average item ranks these groups with a similarity to the average other item of .422--or if one computed all the 465 possible rank order correlations among the 31 items the average value would be .422.

Another means of showing the consistency of rankings is to compare the ranks on each single item with the composite rank.<sup>5</sup> Note for example that items two and four are



out of step particularly insofar as the School and Training Group is concerned, in that this group ranks seventh instead of first; or note again that Item 34 ranks the seven groups just as does the composite rank order except for one tie. A statistical statement of such similarities is provided in Table "1" in the column headed Rho Coefficients.

From an inspection of this column it is apparent that Items two and four fail to share in the common composite being measured. What these two questions essentially ask the men to make is a choice between the Navy and civilian life. The first asks their plans in relation to the Navy for the next few months and the second asks whether they think they would be better off financially in or out of the Navy. In a sense then they are required to make a dichotomous choice which is actually a kind of forced choice. It could be argued of course, that if a large percentage of the men had chosen the Navy, this fact would be indicative of high morale, that they had compared the Navy life to civilian life and liked it better. On the other hand it could also be argued that in a one-two choice the preference given one does not completely condemn two. For example if one is given the choice between ice cream and pie, the fact that he selects ice cream does not necessarily mean that he does not like pie. In this case the fact that the School and Training Group seems to perceive their goals more in terms of civilian than Navy life does not of itself invalidate their top position in the overall rank order. As will be





shown later, this group had a significantly higher percentage of men who said they enlisted to take advantage of the GI Bill and who said they would return to school or college after separation from the Navy. Their reason for enlisting was to achieve a definite goal and by serving in the Navy they perceived themselves as making progress toward this goal, which in itself is a big factor making for high morale. This interpretation of the rank orders on Items two and four would then be one reasonable explanation for the negative correlation with the overall rank order.

correlation between the two groups.

would have been the same as the correlation

this factor would be the same as the correlation

local, which is the same as the correlation

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shown later.

Analysis by sub-groups. Thus far it has been shown that there is a consistency of response of each group to the various items by an analysis of all the items. To carry this same procedure a step further the items were broken down into three sub-groups. These sub-groups were determined on the basis of the questions themselves. Those questions that measured attitudes that seemed to fall in the same general pattern were used to form the sub-groups. These are termed Environment, Officers and Jobs. In the Environment sub-group are included those questions which measure attitudes toward the Navy environment, not only the physical but also the psychological. Such questions as how they liked the food, the messing facilities, the living quarters and how they felt about various administrative and control practices which are characteristic of a military organization, appear in this category. The questions in the Officers sub-group are concerned with the men's attitudes toward their officers and petty officers and in the Job sub-group, how they felt about their jobs.

These data are compiled into tables and presented on pages 29 and 30. A comparison of the rank order obtained by using all the questions, (Table VI), with the Environment sub-group, (Table VII), shows the same ranking except that the Combatant Group and the Auxiliary Group have exchanged places. The Officers sub-group ranking, (Table VIII), is identical with the overall rank order, (Table VI). The greatest difference is shown between the

1991, p. 17. *Journal of the Philosophy of Education Society of Great Britain*, 20(1), 1991, p. 17.

[illegible]

TABLE VII

Rank Order Of Groups On Environment Questions

Question	School and Training	Avia- tion	Sub- marine	Shore	Amphi- bious	Comb- atant	Auxi- liary
3	2	3	1	5	6	4	7
4	7	6	1	4	3	5	2
5	3	5	1	4	2	6	7
8	1	2	3	6	5	4	7
10	2	3	1	4	7	5	6
14	1	2	5	3	4	7	6
17	1	3	2	4	5	6	7
34	1	3	2	4	5	6	6
42	1	3	6	2	7	4	4
7	1	2	3	4	5	6	7
9	2	6	1	3	4	5	7
16	2	4	1	3	7	5	6
27	1	5	2	4	3	7	6
Total	25	47	29	50	53	70	78
Composite Rank	1	3	2	4	5	6	7
Mean Rank	1.92	3.62	2.23	3.84	4.85	5.33	6.00

$$r_{av} = .484$$



TABLE VIII

## Rank Order Of Groups On Officers Questions

Question	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
11	1	2	4	3	6	5	7
18	1	2	3	4	6	5	7
19	2	4	1	6	4	7	3
20	1	3	2	5	4	7	6
24	5	4	2	3	1	7	6
26	2	3	5	1	4	6	7
23	5	2	1	7	4	6	3
25	1	4	2	5	6	7	3
28	1	3	2	4	5	6	7
29	2	3	1	5	4	6	7
36	3	2	1	5	7	6	4
37	1	3	4	2	5	6	7
38	1	3	4	2	5	5	6
Total	26	38	32	52	62	79	73
Composite Rank	1	3	2	4	5	7	6
Mean Rank	2.00	2.92	2.45	4.00	4.77	6.08	5.62

$$r_{av} = .518$$

TABLE IX

## Rank Order Of Groups On Jobs Questions

Question	School & Training	Aviation	Submarine	Shore	Combatant	Auxiliary	Amphibious
12	1	2	7	4	6	3	5
13	1	2	6	5	3	7	4
15	1	2	3	7	6	5	4
40	1	2	3	5	7	6	4
Total	4	8	19	21	22	21	17
Composite Rank	1	2	4	5	7	5	3
Mean Rank	1	2	4.75	5.25	5.50	5.25	4.25

$$r_{av} = .676$$

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046 2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067 2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088 2089 2090 2091 2092 2093 2094 2095 2096 2097 2098 2099 2100 2101 2102 2103 2104 2105 2106 2107 2108 2109 2110 2111 2112 2113 2114 2115 2116 2117 2118 2119 2120 2121 2122 2123 2124 2125 2126 2127 2128 2129 2130 2131 2132 2133 2134 2135 2136 2137 2138 2139 2140 2141 2142 2143 2144 2145 2146 2147 2148 2149 2150 2151 2152 2153 2154 2155 2156 2157 2158 2159 2160 2161 2162 2163 2164 2165 2166 2167 2168 2169 2170 2171 2172 2173 2174 2175 2176 2177 2178 2179 2180 2181 2182 2183 2184 2185 2186 2187 2188 2189 2190 2191 2192 2193 2194 2195 2196 2197 2198 2199 2200 2201 2202 2203 2204 2205 2206 2207 2208 2209 2210 2211 2212 2213 2214 2215 2216 2217 2218 2219 2220 2221 2222 2223 2224 2225 2226 2227 2228 2229 2230 2231 2232 2233 2234 2235 2236 2237 2238 2239 2240 2241 2242 2243 2244 2245 2246 2247 2248 2249 2250 2251 2252 2253 2254 2255 2256 2257 2258 2259 2260 2261 2262 2263 2264 2265 2266 2267 2268 2269 2270 2271 2272 2273 2274 2275 2276 2277 2278 2279 2280 2281 2282 2283 2284 2285 2286 2287 2288 2289 2290 2291 2292 2293 2294 2295 2296 2297 2298 2299 2300 2301 2302 2303 2304 2305 2306 2307 2308 2309 2310 2311 2312 2313 2314 2315 2316 2317 2318 2319 2320 2321 2322 2323 2324 2325 2326 2327 2328 2329 2330 2331 2332 2333 2334 2335 2336 2337 2338 2339 2340 2341 2342 2343 2344 2345 2346 2347 2348 2349 2350 2351 2352 2353 2354 2355 2356 2357 2358 2359 2360 2361 2362 2363 2364 2365 2366 2367 2368 2369 2370 2371 2372 2373 2374 2375 2376 2377 2378 2379 2380 2381 2382 2383 2384 2385 2386 2387 2388 2389 2390 2391 2392 2393 2394 2395 2396 2397 2398 2399 2400 2401 2402 2403 2404 2405 2406 2407 2408 2409 2410 2411 2412 2413 2414 2415 2416 2417 2418 2419 2420 2421 2422 2423 2424 2425 2426 2427 2428 2429 2430 2431 2432 2433 2434 2435 2436 2437 2438 2439 2440 2441 2442 2443 2444 2445 2446 2447 2448 2449 2450 2451 2452 2453 2454 2455 2456 2457 2458 2459 2460 2461 2462 2463 2464 2465 2466 2467 2468 2469 2470 2471 2472 2473 2474 2475 2476 2477 2478 2479 2480 2481 2482 2483 2484 2485 2486 2487 2488 2489 2490 2491 2492 2493 2494 2495 2496 2497 2498 2499 2500 2501 2502 2503 2504 2505 2506 2507 2508 2509 2510 2511 2512 2513 2514 2515 2516 2517 2518 2519 2520 2521 2522 2523 2524 2525 2526 2527 2528 2529 2530 2531 2532 2533 2534 2535 2536 2537 2538 2539 2540 2541 2542 2543 2544 2545 2546 2547 2548 2549 2550 2551 2552 2553 2554 2555 2556 2557 2558 2559 2560 2561 2562 2563 2564 2565 2566 2567 2568 2569 2570 2571 2572 2573 2574 2575 2576 2577 2578 2579 2580 2581 2582 2583 2584 2585 2586 2587 2588 2589 2590 2591 2592 2593 2594 2595 2596 2597 2598 2599 2600 2601 2602 2603 2604 2605 2606 2607 2608 2609 2610 2611 2612 2613 2614 2615 2616 2617 2618 2619 2620 2621 2622 2623 2624 2625 2626 2627 2628 2629 2630 2631 2632 2633 2634 2635 2636 2637 2638 2639 2640 2641 2642 2643 2644 2645 2646 2647 2648 2649 2650 2651 2652 2653 2654 2655 2656 2657 2658 2659 2660 2661 2662 2663 2664 2665 2666 2667 2668 2669 2670 2671 2672 2673 2674 2675 2676 2677 2678 2679 2680 2681 2682 2683 2684 2685 2686 2687 2688 2689 2690 2691 2692 2693 2694 2695 2696 2697 2698 2699 2700 2701 2702 2703 2704 2705 2706 2707 2708 2709 2710 2711 2712 2713 2714 2715 2716 2717 2718 2719 2720 2721 2722 2723 2724 2725 2726 2727 2728 2729 2730 2731 2732 2733 2734 2735 2736 2737 2738 2739 2740 2741 2742 2743 2744 2745 2746 2747 2748 2749 2750 2751 2752 2753 2754 2755 2756 2757 2758 2759 2760 2761 2762 2763 2764 2765 2766 2767 2768 2769 2770 2771 2772 2773 2774 2775 2776 2777 2778 2779 2780 2781 2782 2783 2784 2785 2786 2787 2788 2789 2790 2791 2792 2793 2794 2795 2796 2797 2798 2799 2800 2801 2802 2803 2804 2805 2806 2807 2808 2809 2810 2811 2812 2813 2814 2815 2816 2817 2818

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1. The first part of the document is a header section containing the following information:
 

- Project Name: [Redacted]
- Project Number: [Redacted]
- Project Manager: [Redacted]
- Project Sponsor: [Redacted]
- Project Start Date: [Redacted]
- Project End Date: [Redacted]
- Project Status: [Redacted]
- Project Location: [Redacted]
- Project Description: [Redacted]
- Project Objectives: [Redacted]
- Project Scope: [Redacted]
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- Project Review: [Redacted]
- Project Closure: [Redacted]

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DATE	TIME	LOCATION	WIND	TEMP	SEA	REMARKS
10/10/50	0800	1000	10	15	1	1000
10/10/50	0900	1000	10	15	1	1000
10/10/50	1000	1000	10	15	1	1000
10/10/50	1100	1000	10	15	1	1000
10/10/50	1200	1000	10	15	1	1000
10/10/50	1300	1000	10	15	1	1000
10/10/50	1400	1000	10	15	1	1000
10/10/50	1500	1000	10	15	1	1000
10/10/50	1600	1000	10	15	1	1000
10/10/50	1700	1000	10	15	1	1000
10/10/50	1800	1000	10	15	1	1000
10/10/50	1900	1000	10	15	1	1000
10/10/50	2000	1000	10	15	1	1000
10/10/50	2100	1000	10	15	1	1000
10/10/50	2200	1000	10	15	1	1000
10/10/50	2300	1000	10	15	1	1000

1

Region	Year	Population (millions)	Urban population (millions)	Urban population (%)	Population density (per sq km)	Urban population density (per sq km)	Population growth rate (%)	Urban population growth rate (%)	Population growth rate (%)	Urban population growth rate (%)	Population growth rate (%)	Urban population growth rate (%)
Asia	1950	1,000	100	10	100	10	1.5	1.5	1.5	1.5	1.5	1.5
Europe	1950	500	300	60	100	100	1.0	1.0	1.0	1.0	1.0	1.0
North America	1950	200	150	75	100	100	1.0	1.0	1.0	1.0	1.0	1.0
South America	1950	100	50	50	100	100	1.0	1.0	1.0	1.0	1.0	1.0
Africa	1950	200	20	10	100	10	1.5	1.5	1.5	1.5	1.5	1.5
Oceania	1950	20	10	50	100	100	1.0	1.0	1.0	1.0	1.0	1.0
World	1950	2,500	400	16	100	10	1.5	1.5	1.5	1.5	1.5	1.5



ranking of the Job sub-group (Table IX) and the overall ranking, (Table VI), which may be partially due to the small number of questions in this sub-group. This comparison shows the Submarine Group has dropped from second to fourth place, the Aviation Group has moved from third to second, the Shore Duty Group from fourth to fifth, the Amphibious Group from fifth to third, the Auxiliary Group from sixth to fifth and the other two groups have retained their same ranks in both tables.

The average intercorrelation coefficients were also computed for each sub-group and in all cases they increased in value over that obtained for the entire set of questions. For the Environment sub-group,  $r_{av} = .484$ ; for the Officers sub-group,  $r_{av} = .518$  and for the Job sub-group,  $r_{av} = .676$ .

Summary. It was the purpose of this statistical analysis of the data to determine the existence of a general morale factor and to show that the various groups differed among each other in their degree of morale.

That a general overall morale factor does exist was established by demonstrating a consistency in response of the several groups to the various items. Correlation coefficients indicative of the degree of this consistency were computed, one for the total group of items and the other three for items which tended to fall together in sub-groups. These coefficients were all positive in sign and of such magnitude as to indicate a fair degree of relationship between the various items. In other words the patterns in

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which the several groups ranked themselves on the many questions was due to some factor other than chance.

The analysis has clearly shown that there is a marked difference in these attitudes, as for example between men on sea duty and those on shore duty, between men on one type of sea duty (Combatant and Auxiliary) and those on another type (Submarine) between those on one type of shore duty (School and Training) and those on general shore duty.

Having established that there is a difference of morale among the several groups, the next step in this study naturally follows--to investigate some of the attitudes which seem to show the greatest differences. This will be done in the next Chapter.



## CHAPTER IV

### Analysis of Questionnaire For Specific Attitudes

The data for this study were obtained by means of the 42 questions which are shown in the Appendix, pages 93-102. In order to get a clearer picture of the separetee and how he felt about his experiences in the Navy, it might be well to first consider the whole group of separetees without differentiation into duty assignment groups. This procedure will provide a means for comparing the typical separetee and how he felt about the whole Navy, with the submarine or Aviation (or other) separetee and how he felt about his particular branch of the Navy. The first part of this chapter will be concerned with analyzing some of the questions from this viewpoint, while the second part will analyze other questions from the duty assignment viewpoint.

#### 1. Attitudes of All Separetees

Background information on the separetee. To supplement the general information presented in Chapter III on the characteristics of the separetee, some additional details are supplied below.

##### Age and rating distribution.

77% were minors (under 21 years of age).

23% were adults (21 years old or over).

63% were non-rated men.

34% were rated men.

3% unspecified (No answer).

1. The first step in the process is to identify the problem.

2. The second step is to define the objectives of the study.

3. The third step is to design the study and collect data.

4. The fourth step is to analyze the data and draw conclusions.

5. The fifth step is to report the findings of the study.

6. The sixth step is to evaluate the study and its results.

7. The seventh step is to disseminate the findings of the study.

8. The eighth step is to use the findings of the study to inform practice.

9. The ninth step is to monitor the impact of the study.

10. The tenth step is to evaluate the overall effectiveness of the study.

11. The eleventh step is to disseminate the findings of the study.

12. The twelfth step is to use the findings of the study to inform practice.

13. The thirteenth step is to monitor the impact of the study.

14. The fourteenth step is to evaluate the overall effectiveness of the study.

15. The fifteenth step is to disseminate the findings of the study.

16. The sixteenth step is to use the findings of the study to inform practice.

17. The seventeenth step is to monitor the impact of the study.

18. The eighteenth step is to evaluate the overall effectiveness of the study.

19. The nineteenth step is to disseminate the findings of the study.

20. The twentieth step is to use the findings of the study to inform practice.

21. The twenty-first step is to monitor the impact of the study.

22. The twenty-second step is to evaluate the overall effectiveness of the study.

23. The twenty-third step is to disseminate the findings of the study.

24. The twenty-fourth step is to use the findings of the study to inform practice.

25. The twenty-fifth step is to monitor the impact of the study.

Marital Status.

- 67% single and not engaged.
- 15% single but engaged.
- 16% married.
- 2% miscellaneous.

Pre-enlistment motivation.

Why did he enlist? A person highly motivated toward making a career of the Navy is more likely to be happy in the service than one who enlisted just to get away from home or for some other reason.

Question 39 seeks this answer. "When you first enlisted in the Navy, did you think you might stay in for good?"

12% no, I enlisted only to beat the draft.

8% no, I enlisted only for the G. I. Bill.

25% no, I just wanted one hitch only, for the experience.

28% I thought I would stay in if I liked it well enough, but I don't.

5% I thought I'd stay in until I got married, or ready to settle down.

4% I want to stay in now, but for certain reasons, I can't.

18% miscellaneous and no response.

To take these figures at their face value would seem to indicate that about 45% would have separated from the Navy whether they liked it or not, while over 30% showed definite motivation toward making the Navy a career. Whether they actually felt that way two or more years in the past when they enlisted is another question. At any rate a good

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percentage of them as they look back now thought they came into the Navy for a career. Something happened to them during their stay in the Navy to make them change their minds. This naturally leads to the next part of the Chapter where an effort will be made to show some of the things that disappointed them and some of the aspects of Navy life that they did not like.

Family Attitudes. How the wife, family or sweetheart feels about the Navy can affect the man's attitudes and morale. While a favorable or neutral attitude toward the Navy on the part of a man's family would not necessarily raise his morale, it is fairly certain that an unfavorable attitude would tend to lower it in many cases.

Questions 31 and 33 ask if the family, wife or girl friend approve of a Navy career.

Family	Sweetheart or Wife	
3%	32%	have none to consider.
4%	2%	in favor of my staying in.
45%	16%	left the choice up to me.
12%	10%	some objection, but it was OK if I insisted.
14%	12%	serious, outright objection and need at home.
15%	16%	we never really thought of my making a career of the Navy.
7%	12%	miscellaneous, undecided and no answer.

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These responses seem to indicate that on the whole the family attitudes are neutral and would, for the largest percentage of the men, have little effect on their attitudes toward the Navy.

These conditions are : 1. The person must be  
the owner of the property, or a person who has  
the right to dispose of it, or a person who is  
interested in it, or a person who is  
connected with it in some way.  
2. The person must be of legal age.  
3. The person must be of sound mind.  
4. The person must be of legal capacity.  
5. The person must be of legal age.  
6. The person must be of sound mind.  
7. The person must be of legal capacity.  
8. The person must be of legal age.  
9. The person must be of sound mind.  
10. The person must be of legal capacity.

Some specific attitudes. A good place to begin this discussion is with some of the environmental factors which go to make up Navy life and about which all sailors have definite attitudes.

Environment. The Navy Mess. Perhaps no one thing is of more universal interest and concern to the sailor than his "chow". He is exposed to it three times a day and must eat it whether he likes it or not. For this reason it has probably been maligned more than is warranted--here is something concrete that the frustrated individual can focus upon daily.

Question 5. "What do you think of Navy chow?"

15% expressed all-around satisfaction.

51% approved the food, but decried its preparation.

7% thought the cooks did their best on essentially poor food.

17% chow bad in general (food itself, its cooking and the quantity)

10% miscellaneous, commuted rations, no answer.

The mess surroundings and equipment for cooking and serving the food can have a bearing on morale.

Question 9. "How would you describe your messing facilities?"

4% they were really good in every way.

20% about as good as could be expected.

29% could have been better, could have been worse.

20% poorer than necessary.

18% no excuse for how bad they were.

9% miscellaneous.

Some specific points.

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daily.

Question 2. "What do you think of

the situation in the world?

All things considered, the situation

is not very good. It is expected that

it will be a long time before

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Living Quarters. The living quarters fared a little better in the estimation of the separte.

Question 10. "How do you feel about the living quarters you had?"

45% reasonably satisfied.

24% not dissatisfied, could have been better, could have been worse.

26% markedly dissatisfied.

5% miscellaneous, no answer.

Leave and Liberty. The leave and liberty policy received considerable approval from the men.

Question 8. "Did you get your fair share of liberties and leaves?"

64% yes, I got my fair share of both.

19% I got my fair share of liberties, but not leaves.

6% I got my fair share of leaves, but not liberties.

8% no, I did not get my fair share of either.

3% miscellaneous, other, no response.

Off-Duty Time. More dissatisfaction was expressed about the amount of off-duty time the men received.

Question 7. "Did you get as much off-duty time as you had coming to you?"

49% yes, as much as I had coming.

7% yes, but I really needed more.

9% not sure, undecided.

30% no, I did not get what was coming to me.

5% miscellaneous, other, no response.

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REPORT OF THE BOARD OF DIRECTORS FOR THE YEAR 1997

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1. The first group of people who are interested in the results of the study are the researchers themselves. They want to know if the study was successful in achieving its objectives and if the results are consistent with their expectations.

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Leisure Time Activities. Closely allied to the off-duty time is the problem of providing the men something interesting to do in their free time. This is particularly important in an isolated base. The men felt more effort could have been spent along these lines.

Question 11. "How much interest did your Officers show in seeing to it that the men had good entertainment, sports, and general recreation?"

14% Officers really did a good job.

23% they tried, but didn't do so well.

18% they showed no positive interest.

26% they felt it was up to us to look out for ourselves.

12% they seemed to be against our having any recreation.

7% miscellaneous and no response.

Continuing the discussion of specific attitudes we now turn to those that are more in the area of personal and human relationships.

Personal Control. Military life among other things demands a much stricter measure of control of subordinates by superiors than civilian life. Unfair or unwise use of this control can give rise to attitudes unfavorable to the Navy.

Question 14. "Do you feel the Navy is trying to control you and the other men more strictly than it needs to?"

29% generally no and only on properly military matters.

36% control sometimes went beyond military into personal matters.

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Question 14. "Do you feel the Navy is trying to control you and the other men more strictly than it needs to?" Continued.

13% very often got called on things that were personal, not military.

15% they tried to run my life for me.

7% miscellaneous and no response.

Justice and Discipline. The administrative practices of both justice and discipline are highly individualized and consequently subject to wide variations. One ship may be taut and another in the same squadron may be lax. Within a command, variations will exist among the various officers and petty officers, and some commanding officers may tend to be inconsistent in the meting out of punishments for similar offenses. Inconsistent, unwise and unfair practices in the administration of justice and discipline can have a tremendous effect on the morale of the crew.

Question 21. "What is your impression of Navy justice and discipline?"

28% justice was fair, whether discipline was hard or soft.

57% unfair or inconsistent, whether hard or soft.

11% miscellaneous and undecided.

4% no response.

Recognition as Individuals. To what extent did the men feel that they were recognized and appreciated as individual human beings rather than so many cogs in a machine is the subject of the next question.

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Question 36 and 37. "Do you think your Officers (Petty Officers) were interested in what you think and how you feel about things?"

Officers	Petty Officers	
21%	32%	most showed fair to genuine interest.
47%	40%	few showed interest, pretty much indifferent.
24%	20%	ignored or rode rough-shod over feelings.
8%	8%	undecided, miscellaneous, no response.

The officers rate less favorably than the petty officers on this question. This may be accounted for to some degree because 34 per cent of the men were petty officers themselves. A few words of recognition and encouragement by the superiors in their daily contacts with the men would probably have resulted in more favorable responses to this question.

The next area of attitudes to be considered will be those that can be grouped together under the general title of Personnel Administrative Relationships. How do the men perceive their officers and petty officers in their day to day contacts with them?

Credit for Achievement. Everyone likes to receive credit for doing a good job. That this does not always happen in the Navy is the opinion of a large proportion of the searates.

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IN REPLY TO THE MEMORANDUM OF THE SECRETARY  
DATED 1907

in 1961, the first year of the program, the number of students enrolled in the program was 1,000. This number increased to 1,500 in 1962, 2,000 in 1963, 2,500 in 1964, 3,000 in 1965, 3,500 in 1966, 4,000 in 1967, 4,500 in 1968, 5,000 in 1969, 5,500 in 1970, 6,000 in 1971, 6,500 in 1972, 7,000 in 1973, 7,500 in 1974, 8,000 in 1975, 8,500 in 1976, 9,000 in 1977, 9,500 in 1978, 10,000 in 1979, 10,500 in 1980, 11,000 in 1981, 11,500 in 1982, 12,000 in 1983, 12,500 in 1984, 13,000 in 1985, 13,500 in 1986, 14,000 in 1987, 14,500 in 1988, 15,000 in 1989, 15,500 in 1990, 16,000 in 1991, 16,500 in 1992, 17,000 in 1993, 17,500 in 1994, 18,000 in 1995, 18,500 in 1996, 19,000 in 1997, 19,500 in 1998, 20,000 in 1999, 20,500 in 2000, 21,000 in 2001, 21,500 in 2002, 22,000 in 2003, 22,500 in 2004, 23,000 in 2005, 23,500 in 2006, 24,000 in 2007, 24,500 in 2008, 25,000 in 2009, 25,500 in 2010, 26,000 in 2011, 26,500 in 2012, 27,000 in 2013, 27,500 in 2014, 28,000 in 2015, 28,500 in 2016, 29,000 in 2017, 29,500 in 2018, 30,000 in 2019, 30,500 in 2020, 31,000 in 2021, 31,500 in 2022, 32,000 in 2023, 32,500 in 2024, 33,000 in 2025, 33,500 in 2026, 34,000 in 2027, 34,500 in 2028, 35,000 in 2029, 35,500 in 2030, 36,000 in 2031, 36,500 in 2032, 37,000 in 2033, 37,500 in 2034, 38,000 in 2035, 38,500 in 2036, 39,000 in 2037, 39,500 in 2038, 40,000 in 2039, 40,500 in 2040, 41,000 in 2041, 41,500 in 2042, 42,000 in 2043, 42,500 in 2044, 43,000 in 2045, 43,500 in 2046, 44,000 in 2047, 44,500 in 2048, 45,000 in 2049, 45,500 in 2050, 46,000 in 2051, 46,500 in 2052, 47,000 in 2053, 47,500 in 2054, 48,000 in 2055, 48,500 in 2056, 49,000 in 2057, 49,500 in 2058, 50,000 in 2059, 50,500 in 2060, 51,000 in 2061, 51,500 in 2062, 52,000 in 2063, 52,500 in 2064, 53,000 in 2065, 53,500 in 2066, 54,000 in 2067, 54,500 in 2068, 55,000 in 2069, 55,500 in 2070, 56,000 in 2071, 56,500 in 2072, 57,000 in 2073, 57,500 in 2074, 58,000 in 2075, 58,500 in 2076, 59,000 in 2077, 59,500 in 2078, 60,000 in 2079, 60,500 in 2080, 61,000 in 2081, 61,500 in 2082, 62,000 in 2083, 62,500 in 2084, 63,000 in 2085, 63,500 in 2086, 64,000 in 2087, 64,500 in 2088, 65,000 in 2089, 65,500 in 2090, 66,000 in 2091, 66,500 in 2092, 67,000 in 2093, 67,500 in 2094, 68,000 in 2095, 68,500 in 2096, 69,000 in 2097, 69,500 in 2098, 70,000 in 2099, 70,500 in 2100, 71,000 in 2101, 71,500 in 2102, 72,000 in 2103, 72,500 in 2104, 73,000 in 2105, 73,500 in 2106, 74,000 in 2107, 74,500 in 2108, 75,000 in 2109, 75,500 in 2110, 76,000 in 2111, 76,500 in 2112, 77,000 in 2113, 77,500 in 2114, 78,000 in 2115, 78,500 in 2116, 79,000 in 2117, 79,500 in 2118, 80,000 in 2119, 80,500 in 2120, 81,000 in 2121, 81,500 in 2122, 82,000 in 2123, 82,500 in 2124, 83,000 in 2125, 83,500 in 2126, 84,000 in 2127, 84,500 in 2128, 85,000 in 2129, 85,500 in 2130, 86,000 in 2131, 86,500 in 2132, 87,000 in 2133, 87,500 in 2134, 88,000 in 2135, 88,500 in 2136, 89,000 in 2137, 89,500 in 2138, 90,000 in 2139, 90,500 in 2140, 91,000 in 2141, 91,500 in 2142, 92,000 in 2143, 92,500 in 2144, 93,000 in 2145, 93,500 in 2146, 94,000 in 2147, 94,500 in 2148, 95,000 in 2149, 95,500 in 2150, 96,000 in 2151, 96,500 in 2152, 97,000 in 2153, 97,500 in 2154, 98,000 in 2155, 98,500 in 2156, 99,000 in 2157, 99,500 in 2158, 100,000 in 2159, 100,500 in 2160, 101,000 in 2161, 101,500 in 2162, 102,000 in 2163, 102,500 in 2164, 103,000 in 2165, 103,500 in 2166, 104,000 in 2167, 104,500 in 2168, 105,000 in 2169, 105,500 in 2170, 106,000 in 2171, 106,500 in 2172, 107,000 in 2173, 107,500 in 2174, 108,000 in 2175, 108,500 in 2176, 109,000 in 2177, 109,500 in 2178, 110,000 in 2179, 110,500 in 2180, 111,000 in 2181, 111,500 in 2182, 112,000 in 2183, 112,500 in 2184, 113,000 in 2185, 113,500 in 2186, 114,000 in 2187, 114,500 in 2188, 115,000 in 2189, 115,500 in 2190, 116,000 in 2191, 116,500 in 2192, 117,000 in 2193, 117,500 in 2194, 118,000 in 2195, 118,500 in 2196, 119,000 in 2197, 119,500 in 2198, 120,000 in 2199, 120,500 in 2200, 121,000 in 2201, 121,500 in 2202, 122,000 in 2203, 122,500 in 2204, 123,000 in 2205, 123,500 in 2206, 124,000 in 2207, 124,500 in 2208, 125,000 in 2209, 125,500 in 2210, 126,000 in 2211, 126,500 in 2212, 127,000 in 2213, 127,500 in 2214, 128,000 in 2215, 128,500 in 2216, 129,000 in 2217, 129,500 in 2218, 130,000 in 2219, 130,500 in 2220, 131,000 in 2221, 131,500 in 2222, 132,000 in 2223, 132,500 in 2224, 133,000 in 2225, 133,500 in 2226, 134,000 in 2227, 134,500 in 2228, 135,000 in 2229, 135,500 in 2230, 136,000 in 2231, 136,500 in 2232, 137,000 in 2233, 137,500 in 2234, 138,000 in 2235, 138,500 in 2236, 139,000 in 2237, 139,500 in 2238, 140,000 in 2239, 140,500 in 2240, 141,000 in 2241, 141,500 in 2242, 142,000 in 2243, 142,500 in 2244, 143,000 in 2245, 143,500 in 2246

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of the ...  
happy ...  
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Questions 27 and 28. "Do you think your Officers (Petty Officers) generally gave you credit for the work you did?"

| Officers | Petty Officers |   |
|----------|----------------|---|
| 24%      | 35%            | yes, they did.  |
| 11%      | 11%            | think so, but I'm not sure.                                 |
| 9%       | 8%             | undecided, I don't really know.                             |
| 18%      | 15%            | only when I didn't satisfy them, not when I did a good job. |
| 19%      | 14%            | I don't think they knew one way or another.                 |
| 16%      | 13%            | no, I know they didn't.                                     |
| 3%       | 4%             | miscellaneous, no answer.                                   |

Closely related to the above question is the next one.

Question 29. "In your experience, do you think the most deserving men usually got the best breaks?"

- 20% usually, almost always
- 22% about 50-50
- 22% Not very often, hardly ever
- 31% depends too much on "who you know", not "what you know".
- 5% undecided, miscellaneous.

#### Fair and Helpful Supervision. The knowledge by the

men that their superiors are doing everything possible to fulfill their needs is an important factor in the morale composite.

A supervisor who is understanding, fair and helpful can make life more pleasant for the enlisted man and can to a considerable extent compensate for other factors in the

"The first thing I noticed when I stepped out of the plane was the cold, crisp air. It felt like a fresh blanket after a long, hot journey. The ground below was a patchwork of green fields and small villages, each with its own unique charm. The sun was just beginning to rise, painting the sky in soft, golden hues. I took a deep breath, savoring the moment, and knew that this was the start of something new.

| Item        | Quantity | Price | Total |
|-------------|----------|-------|-------|
| 1. Bread    | 10       | 0.50  | 5.00  |
| 2. Butter   | 5        | 1.00  | 5.00  |
| 3. Eggs     | 20       | 0.25  | 5.00  |
| 4. Milk     | 10       | 0.50  | 5.00  |
| 5. Apples   | 10       | 0.50  | 5.00  |
| 6. Bananas  | 10       | 0.50  | 5.00  |
| 7. Oranges  | 10       | 0.50  | 5.00  |
| 8. Grapes   | 10       | 0.50  | 5.00  |
| 9. Pears    | 10       | 0.50  | 5.00  |
| 10. Peaches | 10       | 0.50  | 5.00  |

The total cost of the items is 50.00. Please pay the cashier.

Thank you for your purchase. We hope you enjoy your food. Have a great day!

Best regards,  
John Doe

Signature of John Doe

Date: 10/10/2023

For more information, please contact us at 1234 Main St, City, State, Zip.

Phone: (123) 456-7890

Our mission is to provide the highest quality products and services to our customers.

We are committed to excellence in everything we do, and we strive to exceed your expectations.

Thank you for choosing us. We look forward to serving you again soon.

Best regards,  
John Doe

Signature of John Doe

Date: 10/10/2023

For more information, please contact us at 1234 Main St, City, State, Zip.



military environment that may be a source of unhappiness to his men. These attributes are possessed by most good leaders and the following question gives one measure of the kind of leadership the searatee experienced.

Questions 30 and 31. "In general, were your Officers (Petty Officers) fair and helpful?"

| Officers | Petty Officers |                                 |
|----------|----------------|---------------------------------|
| 8%       | 17%            | almost all of them were.        |
| 17%      | 33%            | most of them were.              |
| 19%      | 19%            | about 50-50.                    |
| 28%      | 17%            | a few of them were.             |
| 13%      | 6%             | most of them were not.          |
| 11%      | 4%             | they generally just ignored us. |
| 4%       | 4%             | undecided, miscellaneous.       |

Job Satisfaction. To complete this first part of the Chapter one of the most important areas of searatee attitude will be touched upon--that of his attitude toward his job. One way of perceiving the Navy is as a group of jobs or duties which must be performed to enable it to carry out its mission. Assigning the right man to the right job is bound to not only improve overall efficiency but also morale.

... military ... to his ... leaders ... kind of ...

... (1941) ...

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... of ... the ... attitude ... his ... job ... out ... is ...

Question 15. "Did you get a chance to choose the kind of work you wanted to do in the Navy?"

26% yes, and I got what I wanted.

15% yes, they listened but gave me something else, but it turned out O.K.

8% Yes, but I didn't get what I wanted, and still don't like it.

5% no, but I would have chosen this if I'd had the chance.

16% no, but I'm satisfied anyhow.

24% no, and I still don't like what I got.

5% undecided, no answer, miscellaneous.

Thus 49 per cent had the chance to choose, while 45 per cent had no choice. Thirty two percent did not like their jobs whether they had the chance to choose or not.

To recapitulate this section of the Chapter, the majority of the separatees indicated attitude profiles which were unfavorable toward the Navy, particularly in the areas of superior-subordinate relationships and administrative practices. In the next section some of these same questions and others too will be used to get a comparison of the attitudes between the different branches of the service.

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## II. Differences In Attitudes Among the Groups

In order to present the data in a clear and readable form, a series of tables was constructed. Each table presents the responses made by each of the seven groups to the various alternatives of the question. A number of these tables will be used in this Chapter to point out the different responses made by the groups and thus give a good indication how they differed in specific attitudes. Those tables that are not used in this Chapter will be found in Appendix F.

### A. Pre-enlistment Motivation.

That there was some difference in goals as they were perceived by these men when they enlisted is apparent from an examination of Table X, page 47. Over 21 percent of the School and Training Group men say they enlisted only for the G. I. Bill which is significantly more than the 4.2 percent of the Amphibious Group and the 8 percent of all separtees. The percentage of the men in all groups who wanted "one hitch only for the experience" was very similar. The School and Training Group also shows a considerable difference in the percentage who thought they would stay in if they liked it but found they didn't, 19.5 percent as compared with 32.8 percent of the Amphibious Group and the overall 28 percent.

That the School and Training Group appeared more goal-directed than any other may be one reason for their showing the highest morale. Progress toward a goal is a



big factor in morale.

Plans after separating. The act of separating from the Navy does not by itself necessarily indicate that a man has a general unfavorable attitude toward the Navy. He may want to get out for just a little while to get the feel of being a civilian again and then reenlist unless he finds something better to do.

did not find it

the first time I saw it

the first time I saw it

the first time I saw it

the first time I saw it

the first time I saw it

the first time I saw it



TABLE X

## Response to Alternatives in Percentages

QUESTION 39.  
When you first enlisted in the Navy, did you think you might stay in for good?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>iliary |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------|
| 1. No, I enlisted only to beat the draft                              | 14.6                      | 9.9           | 10.4           | 12.4  | 9.5                  | 12.7                | 11.2           |
| 2. No, I enlisted only for the G.I. Bill                              | 21.7                      | 10.0          | 9.6            | 10.0  | 4.2                  | 4.4                 | 5.4            |
| 3. No, I just wanted one hitch only "for the experience"              | 25.1                      | 26.2          | 21.6           | 35.3  | 21.1                 | 23.8                | 22.8           |
| 4. I hadn't thought what I'd do next when I enlisted                  | 6.5                       | 9.4           | 9.6            | 7.7   | 8.7                  | 8.6                 | 7.8            |
| 5. I thought I'd stay in until I got married, or ready to settle down | 3.3                       | 3.6           | 5.2            | 4.5   | 8.6                  | 5.3                 | 6.2            |
| 6. I thought I would stay in if I liked it well enough, but I don't   | 19.5                      | 23.6          | 27.6           | 24.5  | 32.8                 | 29.0                | 32.4           |
| 7. I want to stay in now, but for certain reasons, I can't            | 2.6                       | 4.5           | 5.2            | 3.8   | 5.4                  | 4.6                 | 4.5            |
| 8. I'm planning on re-enlisting in the Navy                           | 0                         | 1.6           | 2.0            | .7    | 1.3                  | 1.0                 | 1.9            |
| 9. I'm re-enlisting (Army, Air force, Marines, etc.)                  | .3                        | 1.7           | .4             | .7    | 1.1                  | .8                  | .6             |
| 0. Miscellaneous, no answer   | 7.1                       | 4.7           | 6.4            | 10.4  | 7.3                  | 6.4                 | 7.2            |
| N = 308   | 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577           |



Table XI, page 49 shows the group responses to a question on this subject. It can readily be seen that this question did not separate the groups to any great extent. They indicate that their future plans in relation to the Navy are very much alike. The Submarine Group responses are just a little more favorable than any other, while the School and Training Group shows the least probability of reenlisting in the regular Navy and the most of joining the Naval Reserve.

The percentage of all separatees who indicated they would reenlist within three months was only one per cent, which is by no means the type of advertising appeal that could ever be placed on a recruiting poster.

Since the future plans of these men do not involve the Navy to any extent it would be interesting to know just what they expect to do. Table XII, page 50 provides some answers to this question.

The greatest difference between the groups that is apparent in this question is in their expressed intentions to return to school or college. The School and Training Group leads the highest of the other groups by over 33 per cent. The rank order of the groups obtained by using the percentages of the groups returning to school is almost the same as the overall rank order obtained in Chapter III (Table VI) and correlates .86 with it. Another interesting correlation in this area is that obtained by correlating the rank order of the groups resulting from a ranking on

[illegible]

## Response to Alternatives in Percentages

As it looks now, what are your plans in relation to the Navy, for the next few months?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | **<br>Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------------|
| 1. Plan to re-enlist im-<br>mediately at the Sepa-<br>ration activity   | .3                        | .3            | .8             | .3    | .1                   | .2                  | .5                   | 1            |
| 2. Plan to re-enlist with-<br>in three months to hold<br>my rate        | 0                         | 1.3           | 1.2            | .6    | 1.3                  | .4                  | .5                   | 2            |
| 3. Probably re-enlist, unless<br>I find something in civil-<br>ian life | 1.0                       | 4.7           | 7.6            | 6.5   | 5.6                  | 6.9                 | 7.2                  | 3            |
| 4. Going out to look around,<br>may or may not re-enlist                | 6.6                       | 15.8          | 17.6           | 13.4  | 15.0                 | 13.1                | 15.0                 | 4            |
| 5. Leaving the active Navy,<br>Joining the Naval Reserve                | 50.6                      | 31.0          | 32.3           | 31.0  | 33.0                 | 23.7                | 27.5                 | 5            |
| 6. Leaving the Navy comple-<br>tely, not joining the Naval<br>Reserve   | 27.3                      | 28.2          | 23.2           | 26.8  | 25.3                 | 33.9                | 29.5                 | 6            |
| 7. Leaving the Navy to en-<br>list in some other mili-<br>tary service  | 2.0                       | 3.6           | .6             | 2.2   | 3.0                  | 2.2                 | 2.5                  | 4            |
| 8. Just don't know what<br>I'll do                                      | 3.5                       | 9.3           | 10.0           | 10.2  | 9.7                  | 12.3                | 10.2                 | 4            |
| 9. To answer, miscellaneous   | 6.8                       | 5.9           | 6.0            | 9.6   | 7.0                  | 7.4                 | 6.9                  | 4            |
| 10. No answer   | 30.3                      | 14.31         | 25.0           | 35.51 | 70.3                 | 37.37               | 15.77                |              |

\* N represents number of men in each group

\*\* Weight assigned each alternative for quantification

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10

42

## Response to Alternatives in Percentages

| School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibious | Com-<br>batant | Aux-<br>iliary |
|---------------------------|---------------|----------------|-------|-----------------|----------------|----------------|
| 0                         | 1.0           | 1.2            | .7    | 1.1             | .3             | 1.1            |
| 1.6                       | 5.3           | 5.2            | 6.2   | 7.9             | 7.4            | 7.3            |
| 58.1                      | 28.5          | 31.6           | 27.4  | 16.5            | 20.4           | 20.6           |
| 24.0                      | 19.5          | 17.2           | 17.7  | 16.0            | 18.1           | 17.6           |
| 3.2                       | 8.5           | 11.6           | 9.3   | 16.2            | 9.9            | 13.0           |
| 4.2                       | 14.7          | 13.1           | 13.5  | 14.4            | 18.4           | 16.1           |
| .6                        | 3.7           | 3.2            | 3.5   | 5.1             | 5.0            | 4.2            |
| .6                        | 2.6           | .4             | 1.1   | 2.0             | 1.2            | 1.4            |
| 3.9                       | 9.2           | 11.6           | 9.8   | 11.4            | 10.8           | 10.7           |
| 3.2                       | 7.1           | 4.8            | 10.8  | 9.3             | 8.4            | 7.5            |
| 308                       | 1431          | 250            | 3551  | 708             | 3737           | 1577           |

## QUESTION 6.

What kind of work do you think you'll be doing after discharge?

1. Re-enlisting in the Navy
2. Working on a farm
3. Going to some school or college, full time
4. Going to some school or college part time, work part time
5. Taking a civilian job about like my Navy job
6. Taking a civilian job quite different from my Navy job
7. Take about any reasonable job I can get
8. Joining another branch of military service
9. Haven't quite made up my mind what I'll do
10. Miscellaneous, no answer

N =





the basis of percentage enlisting for the G. I. Bill (Table X, page 47), with the overall rank order, Table VI, Chapter III, a value of .73 is obtained in this case.

#### B. Difference in Attitudes Toward Environment.

One could well hypothesize that since the Navy is made up of such a wide variety of ships, bases, air stations and other commands there should be a large variation in the attitudes of the men toward these many environments. That this is true will be evident from the analysis that follows, however these differences are not always in the direction that one might expect. Some aspects of the purely physical environment will be considered first.

The Navy Mess. In the matter of food and its preparation one would normally expect that it would be better at a shore station than on a ship and that it would be better on a larger ship than on a smaller one. However an examination of Table XIII, page 53, does not bear out this hypothesis. The Submarine Group is well ahead of any other group in all-around approval of the food and its preparation. Over 27 per cent of this group expressed favorable attitudes as compared with 11 per cent of the Aviation Group, 17 per cent of the Shore Duty Group and 12 per cent of the Combatant Ship Group. By far the biggest percentage of all groups seemed to feel that the food was good enough but that it was poorly prepared and even here the Submarine Group had 45 per cent as compared with 51 per cent of all separtees. This

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U.S.A.

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The first of these is the fact that the
 system is not a simple one. It is a
 complex one, and it is not clear
 whether it is a good one or a bad
 one. It is a system that has been
 in existence for a long time, and
 it is not clear whether it is a
 good one or a bad one. It is a
 system that has been in existence
 for a long time, and it is not
 clear whether it is a good one or
 a bad one. It is a system that
 has been in existence for a long
 time, and it is not clear whether
 it is a good one or a bad one.

group was also lowest in the percentage of those who said both the food and the cooking was poor, 9 per cent as compared with the overall 17 per cent. One factor that probably influenced the Submarine Groups attitude of relative approval is that men on this type of duty receive a somewhat larger ration allowance than those on other duty.

Even the best of food can not be properly prepared nor enjoyed without adequate galleys and comfortable, clean mess halls. With the limited space available on submarines for facilities of this nature, it would be logical to suppose that the Submarine Group would rank at the bottom in attitudes toward messing facilities. Again, as in the previous question, one would be wrong in making such an assumption. An inspection of Table XIV, page 54, discloses the surprising fact that 25 per cent of the Submarine Groups approved of their messing facilities in every way while the next highest group had a percentage of only five. At the other extreme of the approval scale, the Submarine Group had only 9 per cent who said these facilities were poorer than necessary compared with an overall separatee average of 20 per cent.

While on the subject of messing facilities a personal observation may be of interest. At an air station where the writer was recently on duty, the mess officer started the practice of putting tablecloths on all the tables in the mess hall with the result that the attitude of the men toward the mess and the food showed a decided improvement. Such

[illegible]

TABLE XIII

## QUESTION 5. Response to Alternatives in Percentages

What do you think of Navy chow?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Usually pretty good food<br>and pretty well prepared           | 13.1                      | 10.8          | 27.3           | 17.5  | 19.1                 | 12.5                | 13.4                 | 1      |
| 2. Food was good enough, but<br>poorly prepared                   | 58.9                      | 57.4          | 45.5           | 47.1  | 48.1                 | 54.1                | 48.6                 | 2      |
| 3. Food was not too good, but<br>the cooks made the best of<br>it | 3.2                       | 4.9           | 7.3            | 7.3   | 10.7                 | 6.9                 | 9.2                  | 3      |
| 4. Food was poor and so was<br>the cooking                        | 13.7                      | 15.2          | 9.1            | 14.0  | 11.6                 | 16.0                | 17.2                 | 4      |
| 5. What's the difference if<br>there just isn't enough<br>food    | 1.4                       | 2.2           | 2.7            | 1.7   | 2.3                  | 2.2                 | 3.3                  | 5      |
| 6. No answer, miscellaneous                                       | 9.0                       | 9.5           | 8.1            | 12.3  | 8.1                  | 8.4                 | 8.2                  | 3      |
| N =   | 153                       | 738           | 110            | 1605  | 345                  | 1848                | 783                  |        |

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REGISTERED MAIL ACT PROVISIONS

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Good bye to you, Oh

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TABLE XIV

## Response to Alternatives in Percentages

| QUESTION 9.<br>How would you describe your<br>messing facilities? | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
|   |                           |               |                |       |                      |                     |                      |        |
| 1. They were really good<br>in about every way                    | 3.2                       | 4.0           | 25.0           | 4.3   | 4.7                  | 3.5                 | 4.1                  | 1      |
| 2. About as good as could<br>be expected                          | 21.2                      | 16.0          | 28.6           | 20.3  | 17.9                 | 20.3                | 19.7                 | 2      |
| 3. Could have been better,<br>could have been worse               | 28.4                      | 30.0          | 19.3           | 28.3  | 30.3                 | 30.3                | 28.8                 | 3      |
| 4. Poorer than necessary  | 29.7                      | 24.0          | 9.3            | 18.6  | 19.8                 | 20.4                | 21.3                 | 4      |
| 5. No excuse for how bad<br>they were                             | 9.7                       | 17.5          | 10.0           | 16.9  | 19.0                 | 19.2                | 20.3                 | 5      |
| 6. I was on commuted rations                                      | 0                         | 3.5           | 0              | 2.6   | .5                   | .9                  | 1.5                  | 3      |
| 7. Miscellaneous, no answer                                       | 7.7                       | 4.5           | 7.8            | 8.9   | 7.7                  | 5.2                 | 4.4                  | 3      |
| N =   | 155                       | 693           | 140            | 1946  | 363                  | 1889                | 794                  |        |

REGISTRATION OF CIVILIAN GROUPS

THOMAS EDWARD BRYAN POLICE  
CHIEF, ALBANY, NEW YORK

|    | Left | Right | Left | Right | Left | Right | Left | Right |
|----|------|-------|------|-------|------|-------|------|-------|
| 1  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 2  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 3  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 4  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 5  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 6  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 7  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 8  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 9  | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |
| 10 | 1.0  | 2.0   | 3.0  | 4.0   | 5.0  | 6.0   | 7.0  | 8.0   |



small considerations are greatly appreciated by the men and can serve to make the overall morale just a little higher.

Living Quarters. One remaining item in the "house-keeping" area will be considered and that is the living quarters. Table XV, page 56, gives the opinions of the separatees on their living quarters. The percentage of all separatees who were reasonably satisfied with their living quarters was forty-five and the group percentages were very close to this figure with the exception of the School and Training Group and the Submarine Group, who were both somewhat higher. Only about 12 per cent of the latter group expressed marked dissatisfaction with their living quarters as compared to 26 per cent of all separatees. From a general consideration of this question and the preceding one, it appears that there is a negative correlation between the amount of space available for ordinary living comforts, and attitudes toward these items.

C. Liberty, Leave and Off-duty Time.

The next items to be considered under the general heading of environmental factors are those enumerated above. Table XVI, page 57, shows the group attitudes on liberty and leave and Table XVII, page 58, those on off-duty time.

Liberty and leave are essential factors in morale, but they are not all-important ones in the sense that morale will rise in direct proportion to the amount of liberty and leave granted. That all groups were well satisfied with

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DATE 08-09-2001 BY 60322 UCBAW

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1. *Chlorophyll a* (Chl *a*)

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TABLE XV

## Response to Alternatives in Percentages

QUESTION 10.  
How do you feel about the living quarters you had?

|  | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|--|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. They were really good in almost every way         | 11.0                      | 16.6          | 8.4            | 14.3  | 7.1                  | 7.6                 | 8.9                  | 1      |
| 2. About as good as could be expected                | 43.5                      | 30.3          | 49.5           | 30.8  | 31.0                 | 37.8                | 32.2                 | 2      |
| 3. Could have been better, could have been worse     | 21.4                      | 22.7          | 23.5           | 22.0  | 28.2                 | 25.3                | 24.2                 | 3      |
| 4. Poorer than necessary                             | 13.0                      | 15.7          | 7.6            | 14.5  | 19.2                 | 15.7                | 18.5                 | 4      |
| 5. No excuse for how bad they were                   | 6.5                       | 8.0           | 4.8            | 9.9   | 10.7                 | 8.9                 | 10.8                 | 5      |
| 6. I was not living in quarters supplied by the Navy | 0                         | 2.6           | 1.6            | 2.2   | .8                   | .8                  | .7                   | 3      |
| 7. Miscellaneous, no answer                          | 4.2                       | 4.1           | 4.4            | 6.3   | 2.7                  | 3.7                 | 3.3                  | 3      |
| N =  | 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577                 |        |

REPORT OF THE RESULTS OF THE ANALYSIS

1. ANALYSIS

ALL THE FOLLOWING ARE OF THE  
TYPE OF THE ANALYSIS

| DATE | TIME | LOCATION | ANALYST | RESULT |
|------|------|----------|---------|--------|
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THE FOLLOWING ARE THE  
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1. ANALYSIS OF THE SAMPLES  
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8. ANALYSIS OF THE SAMPLES  
RESULTS OF THE ANALYSIS

TABLE XVI

## Response to Alternatives in Percentages

QUESTION 8.  
Did you get your fair share of liberties and leaves?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Yes, I got my fair share of both                 | 81.0                      | 73.3          | 93.1           | 52.1  | 58.9                 | 56.3                | 53.7                 | 1      |
| 2. I got my fair share of liberties, but not leaves | 7.2                       | 14.2          | 22.8           | 17.4  | 22.5                 | 19.4                | 24.8                 | 2      |
| 3. I got my fair share of leaves, but not liberties | 5.9                       | 6.1           | 1.2            | 5.6   | 7.5                  | 5.4                 | 8.7                  | 3      |
| 4. No, I did not get my fair share of either        | 3.3                       | 4.5           | 7.3            | 9.8   | 7.8                  | 7.4                 | 10.2                 | 4      |
| 5. Miscellaneous, no answer                         | 2.5                       | 1.6           | 0              | 5.1   | 3.1                  | 1.3                 | 2.0                  | 2.5    |
| N =   | 153                       | 738           | 110            | 1605  | 345                  | 1848                | 782                  |        |

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 100. *Chrysomelidae*

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TABLE XVII

## Response to Alternatives in Percentages

QUESTION 7.  
Did you get as much off-duty  
time as you had coming to you?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>iliary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------|--------|
| 1. Yes, as much as I had<br>coming            | 70.5                      | 59.5          | 54.2           | 55.2  | 44.3                 | 43.2                | 38.3           | 1      |
| 2. Yes, but I really needed<br>more           | 9.7                       | 6.6           | 4.3            | 5.8   | 5.8                  | 7.8                 | 6.5            | 2      |
| 3. I'm not sure                               | 3.9                       | 7.5           | 8.6            | 7.9   | 10.7                 | 9.2                 | 11.3           | 3      |
| 4. No, I did not get what<br>was coming to me | 12.9                      | 22.5          | 25.7           | 25.5  | 34.2                 | 35.3                | 40.0           | 4      |
| 5. Miscellaneous, no answer                   | 3.2                       | 3.8           | 7.2            | 5.1   | 5.0                  | 7.1                 | 2.9            | 2.5    |
| N =   | 155                       | 693           | 140            | 1945  | 363                  | 1889                | 794            |        |

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REGISTRATION OF SOCIETIES OF EUROPEAN

NOTES

1910-1911 DEMONSTRATION OF THE

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the amount of both received in their particular branches of the service is readily apparent from an inspection of Table XVI, page 57.

In the matter of off-duty time however, considerably greater differences show up between the groups. In Table XVII, page 58, we see that the School and Training, Aviation, Submarine and Shore Duty Groups were better satisfied with the amount they received than the Amphibious, Combatant and Auxiliary Groups. This can be explained to some degree by the very nature of the duties of the groups. On the one hand we have the shore-duty type routine with definite office hours and fewer round-the-clock watches and on the other hand, the sea-duty routine with many more round-the-clock watches consisting of four hours on and eight hours off watch.

Leisure Time Activities. The amount of off-duty time in itself may not be enough to create favorable attitudes. Unless the man has something interesting to do with his leisure time his morale may be lowered regardless of how much off-duty time he is given. Such things as group picnics, dances, smokers and sports in which large numbers of the men take part are good for morale. It is necessary however for the officers to get behind these programs and show an active interest in order for them to be successful.

A study of Table XVIII, page 61, indicates that the officers left much to be desired in the opinions of the men

The second part of the report discusses the results of the study.

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*Journal of Management Education* 36(7) 809-824

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with the same result.

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by the

14. The following information is available for the year ending 31st March 2014:

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

Ученые считают, что в будущем, когда будет достигнута стабильность, биосфера будет развиваться в направлении увеличения биологического разнообразия и сложности.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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17. The following information was obtained from the records of the Bureau of the Census, Washington, D.C., for the year 1960:

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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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of all groups, in the promotion of general recreation. The School and Training Group showed the most favorable attitudes and the Auxiliary Group the most unfavorable. All groups except the School and Training Group, were very close to the overall separatee responses to this question, indicating a general low level of officer interest in recreational programs.



TABLE XVIII

## Response to Alternatives in Percentages

| QUESTION 11,<br><br>How much interest did your<br>Officers show in seeing to it<br>that the men had good enter-<br>tainment, sports and general<br>recreation? | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>ili-<br>ary | Weight |
|--|---------------------------|---------------|----------------|-------|----------------------|---------------------|---------------------|--------|
|  |                           |               |                |       |                      |                     |                     |        |
| 1. They really went to bat<br>and did a good job   | 21.1                      | 17.7          | 11.6           | 17.8  | 10.6                 | 12.6                | 8.6                 | 1      |
| 2. They tried alright, but<br>didn't do too well   | 31.5                      | 23.4          | 25.6           | 22.4  | 21.5                 | 23.6                | 22.4                | 2      |
| 3. They showed no interest,<br>took no action for or<br>against  | 16.8                      | 16.4          | 19.4           | 15.2  | 22.4                 | 18.1                | 18.1                | 3      |
| 4. They seemed to feel it was<br>up to us to look out for<br>ourselves   | 19.8                      | 28.4          | 26.4           | 23.0  | 24.4                 | 28.1                | 27.4                | 4      |
| 5. They seemed to be against<br>our having any recreation  | 3.6                       | 7.5           | 10.8           | 10.7  | 15.7                 | 12.4                | 17.9                | 5      |
| 6. Miscellaneous, no answer  | 7.2                       | 6.5           | 6.4            | 9.8   | 5.4                  | 6.2                 | 5.7                 | 3      |
| N =  | 308                       | 1451          | 250            | 3651  | 708                  | 3737                | 1577                |        |



#### D. Attitudes Toward Superiors.

The relationships existing between superiors and subordinates can have a great effect upon morale. The organizational structure of the Navy is such that everyone has at least one superior whom he has to please and the way in which these superiors are perceived by the men is one of the more important components of morale.

Recognition as Individuals. In the preceding question it was quite clear that the men did not think their officers showed enough interest in the promotion of recreation. Table XIX, page 63, shows the extent to which the men felt themselves to be considered as individual human beings by their officers, apart from their role as "hired help". Here again, as was apparent in other attitudes, there is a distinct line of cleavage between the School and Training, Aviation, Submarine and Shore Duty Groups on the one hand and the Amphibious, Combatant and Auxiliary Groups on the other hand. Adding the percentages on the first two alternatives of this question (which indicate favorable attitudes) points this fact out very clearly; these are, in the order of the groups as listed above: 27.4, 25.3, 27.3, 25.1 and 19.1, 17.8, 14.4. Using these figures to rank the groups and correlating this rank order with that obtained in Chapter III (Table VI) gives a value of .96.

Credit for Achievement. Receiving credit for a job well done is more effective in promoting both morale and

The relationship existing between the  
ordinances and laws of the State and the  
national structure of the State is such that  
least one superior court is required in each  
State which these superior courts are required to  
more important aspects of the law.

Section 10 of the Constitution  
It was said that the Constitution of the United States  
showed that in each State there is a superior court  
Table 1, which is attached to the Constitution, shows  
the names of the judges of the superior courts of the  
several States, and that the names of the judges  
were said to be the same in each State, and that  
distinctly of the same name in each State, and that  
violation, however, it is not the same in each State  
and the name of the judge is the same in each State  
other than the name of the judge of the superior court  
native of the State in which the judge is the same  
points to the fact that the names of the judges are  
of the same in each State, and that the names of the  
1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920,  
and 1921, and that the names of the judges are the same  
in each State, and that the names of the judges are the same

well known to the public, and that the names of the judges are the same



TABLE XIX

## Response to Alternatives in Percentages

Do you feel that your Officers were really interested in your personal problems and your welfare?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Height |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Most of them were genuinely interested         | 10.4                      | 6.8           | 5.5            | 8.4   | 4.9                  | 5.1                 | 2.9                  | 1      |
| 2. Most of them showed a fair amount of interest  | 17.0                      | 18.5          | 21.8           | 16.7  | 14.2                 | 12.7                | 11.5                 | 1      |
| 3. They were pretty much indifferent              | 9.0                       | 8.5           | 10.0           | 7.7   | 9.0                  | 7.5                 | 6.8                  | 4      |
| 4. Only a few showed a genuine interest           | 25.4                      | 20.6          | 16.4           | 19.0  | 16.5                 | 22.4                | 21.0                 | 2      |
| 5. Only a few showed much interest                | 18.9                      | 22.0          | 20.9           | 17.5  | 22.3                 | 19.8                | 21.4                 | 2      |
| 6. They mostly just ignored our interests         | 9.8                       | 14.2          | 13.5           | 16.6  | 21.4                 | 19.3                | 24.8                 | 4      |
| 7. They usually rode roughshod over our interests | 4.3                       | 5.5           | 6.4            | 5.5   | 8.1                  | 8.2                 | 7.9                  | 5      |
| 8. Undecided                                      | 3.9                       | 2.8           | 4.5            | 3.4   | 3.2                  | 2.7                 | 2.4                  | 3      |
| 9. Miscellaneous, no answer                       | 0                         | 1.1           | .9             | 5.1   | .3                   | 1.1                 | 1.7                  | 3      |
| N =   | 153                       | 738           | 110            | 1606  | 348                  | 1848                | 783                  |        |

# THE HISTORY OF THE

efficiency than the negative approach of no acknowledgement of good work and quick censure for below standard work. For example, a coxswain bringing a boat alongside the gangway in a sloppy manner can be pretty sure of a reprimand from the officer of the deck, but is he equally as certain of a word of praise when he makes a good landing under adverse conditions? According to Table XX, page 66, the answer would be "no" for a large percentage of the men in all groups. The responses to alternative four in the table indicate this attitude very clearly and the variation in the percentages is very small. The percentages of the groups who felt they did receive credit were relatively small and varied between 29 per cent for the School and Training Group and 18 per cent for the Submarine and Auxiliary Groups. A total evaluation of this table leads to the conclusion that officers in all branches of the service could improve morale by giving a little more credit for good performance in the daily work that must go on in any command.

Fair and Helpful Supervision. In the Navy hierarchy the immediate superior to almost all enlisted personnel is a petty officer. He bears much the same relation to his men as that of a foreman in industry. It is the petty officer who is in closest contact with the men in the performance of their daily tasks. A good one can make life smoother and happier for his men and in this respect he is an important factor in the morale composite.

efficiency of the various systems of the country is about  
of good work; the country for some time has been  
example, a country which is a good example of a country  
a shipyard which is a good example of a shipyard  
officer of the ship, but is not really a good example of a  
of praise which is a good example of a good example of  
ditional, however, of the fact that the country is  
be "no" for a long time of the country is  
The response to the question of the country is  
this attitude of the country is a good example of a  
again is very much the same as the country is  
they did not really know the country is a good example of  
between the country and the country is a good example of  
per cent for the country is a good example of a  
evaluation of the country is a good example of a  
factors in the country of the country is a good example of  
of giving a good example of the country is a good example of  
daily work of the country is a good example of a  
will be a good example of the country is a good example of  
the fact that the country is a good example of a  
a good example of the country is a good example of a  
men as a good example of the country is a good example of  
officer of the country is a good example of a  
formation of the country is a good example of a  
smothered and the country is a good example of a  
an important part of the country is a good example of a

It is apparent from a study of Table XXI, page 67, that the attitudes toward petty officers are more favorable than those toward officers, but in interpreting this table it must be remembered that 34 per cent of these separteers are petty officers themselves. The group percentage on all the alternatives are rather close together. The favorable attitudes shown by the first two alternatives vary from 64 per cent for the School and Training Group to 45 per cent for the Auxiliary Group. Using these percentages to get a rank order for the groups and correlating this with the overall rank order found in Chapter III (Table VI) gives a value of .82.

A petty officer who has to "pull his rate" to get things done usually is not a good leader. Table XII, page 68, indicates that only a relatively small percentage in any group were guilty of this practice.

it is important from a study of Table IV, that the attitudes toward unity with a very small group than those toward efficiency, and in comparison with the it must be remembered that it is not of these attitudes are held; officers in general, the group responses on all the statements are rather high, and in favorable attitudes toward unity, and the attitudes very low, it per cent for the group to 45 per cent for the officers, and in comparison with a rank order for the group to 45 per cent for the officers, and in comparison with a overall rank order for the group to 45 per cent for the officers, and in comparison with a value of 100.

Table IV shows a comparison of the attitudes toward unity with a very small group than those toward efficiency, and in comparison with the it must be remembered that it is not of these attitudes are held; officers in general, the group responses on all the statements are rather high, and in favorable attitudes toward unity, and the attitudes very low, it per cent for the group to 45 per cent for the officers, and in comparison with a rank order for the group to 45 per cent for the officers, and in comparison with a overall rank order for the group to 45 per cent for the officers, and in comparison with a value of 100.

TABLE XX

## Response to Alternatives in Percentages

QUESTION 26.  
Do you think your officers  
generally gave you credit for  
the work you did?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Ambu-<br>lance | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------|---------------------|----------------------|--------|
| 1. Yes, they did  | 29.4                      | 27.0          | 18.2           | 20.1  | 24.5           | 20.5                | 19.0                 | 1      |
| 2. Think so, but I'm not<br>sure                                      | 11.8                      | 12.2          | 19.1           | 11.3  | 10.2           | 10.5                | 10.3                 | 2      |
| 3. Indecided, I don't really<br>know                                  | 7.6                       | 9.1           | 10.9           | 9.1   | 6.4            | 9.3                 | 7.8                  | 3      |
| 4. Only when I didn't satis-<br>fy them, not when I did<br>a good job | 21.6                      | 17.4          | 20.0           | 16.3  | 19.1           | 18.5                | 21.4                 | 4      |
| 5. I don't think they knew<br>one way or another                      | 17.0                      | 20.7          | 17.3           | 16.3  | 20.9           | 21.7                | 21.7                 | 3      |
| 6. No, I know they didn't   | 11.1                      | 12.2          | 13.6           | 12.9  | 15.9           | 18.4                | 19.9                 | 5      |
| 0. Miscellaneous, no answer   | 1.3                       | 1.5           | .9             | .5    | .9             | 1.5                 | .9                   | 5      |
| N =   | 153                       | 738           | 110            | 1605  | 345            | 1848                | 793                  |        |





TABLE XXI

## Response to Alternatives in Percentages

QUESTION 29  
In general, were your petty  
officers fair and helpful?

|                                      | Ad-<br>vise-<br>tion | Sub-<br>marine | More<br>bri-<br>ous | Amph-<br>bat-<br>ant | Con-<br>bat-<br>ant | Weight |
|--------------------------------------|----------------------|----------------|---------------------|----------------------|---------------------|--------|
| 1. almost all of them were           | 15.0                 | 20.3           | 31.3                | 15.6                 | 13.3                | 15.3   |
| 2. out of them were                  | 46.0                 | 33.0           | 30.0                | 33.3                 | 37.1                | 31.3   |
| 3. about 50-50                       | 19.4                 | 20.9           | 14.5                | 19.4                 | 22.9                | 20.4   |
| 4. few of them were                  | 9.1                  | 13.9           | 17.4                | 10.5                 | 13.3                | 13.3   |
| 5. most of them were not             | 3.3                  | 4.6            | 3.7                 | 5.7                  | 4.1                 | 7.5    |
| 6. They generally just<br>ignored us | 1.3                  | 2.3            | .9                  | 4.2                  | 1.5                 | 4.0    |
| 7. undecided                         | 3.9                  | .3             | .9                  | 1.2                  | .9                  | .9     |
| 8. Miscellaneous, no answer          | 0                    | 1.6            | 1.8                 | 4.7                  | 2.0                 | 1.3    |
| 9. If                                | 13.3                 | 7.3            | 11.0                | 15.0                 | 34.5                | 19.4   |

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1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

3.

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TABLE XXII

## Response to Alternatives in Percentages

QUESTION 20  
How many of your Petty Officers  
"pull their rate" in ways that  
seemed unnecessary or out of  
line?

|                             | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|-----------------------------|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Practically none         | 23.6                      | 23.2          | 33.6           | 19.7  | 20.8                 | 16.0                | 19.0                 | 1      |
| 2. Only a few               | 58.2                      | 53.3          | 46.5           | 48.2  | 51.3                 | 44.1                | 46.0                 | 2      |
| 3. About half               | 10.4                      | 9.7           | 8.2            | 11.7  | 13.0                 | 13.3                | 12.1                 | 3      |
| 4. Most of them             | 3.9                       | 7.9           | 5.4            | 8.6   | 9.9                  | 13.9                | 13.3                 | 4      |
| 5. Practically all of them  | 3.3                       | 3.9           | 6.4            | 6.6   | 3.6                  | 11.0                | 7.9                  | 5      |
| 6. Undecided, not sure      | .6                        | .8            | 0              | 1.3   | 1.4                  | .6                  | .8                   | 3      |
| 0. Miscellaneous, no answer | 0                         | 1.2           | .9             | 3.9   | 0                    | .9                  | .9                   | 3      |
| N =                         | 153                       | 738           | 110            | 1606  | 345                  | 1848                | 783                  |        |



### E. Job Satisfaction.

One conclusion reached by the Research Branch of the Army Information and Education Division as a result of their studies during World War II was that satisfaction with job assignment is perhaps the single most important factor of morale.<sup>1</sup> An indication of how the various groups felt about their jobs is presented in Table XXIII, page 70. Using alternatives one, two, four, and five and summing the percentages gives a total in each group who say they were satisfied with their jobs. These are as follows: School and Training, 88 per cent; Aviation, 71.7 per cent; Submarine, 71.2 per cent; Shore Duty, 59 per cent; Amphibious, 65.8 per cent; Combatant, 61.7 per cent; Auxiliary, 62.4 per cent. These percentages are quite high when compared with favorable attitudes in other areas. Correlating the rank order obtained by using these percentages with the overall rank order of Chapter III (Table VI) gives a value of .79.

Another indication of job satisfaction is found in Table XXIV, page 71. The question asked here gets at the importance of the job as well as the amount of attention it required. The biggest percentage of five of the groups agreed that their jobs were important and kept them busy. A slightly greater percentage of the Submarine and Auxiliary Groups felt their jobs were not really important and were mostly just "busy" work.



## Response to Alternatives in Percentages

QUESTION 15.  
Did you get a chance to choose the kind of work you wanted to do in the Navy?

|  | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|--|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Yes, and I got what I wanted  | 63.0                      | 31.8          | 44.0           | 22.6  | 26.3                 | 23.9                | 26.6                 | 1      |
| 2. Yes, they listened but gave me something else, but it turned out O.K. | 14.9                      | 20.6          | 12.8           | 16.7  | 15.5                 | 15.7                | 14.1                 | 1      |
| 3. Yes, but I didn't get what I wanted, and still don't like it          | 5.5                       | 6.9           | 10.0           | 8.8   | 6.9                  | 8.0                 | 8.7                  | 3      |
| 4. No, but I would have chosen this if I'd had the chance                | 1.3                       | 4.3           | 3.6            | 4.4   | 6.6                  | 5.5                 | 4.8                  | 1      |
| 5. No, but I'm satisfied anyhow  | 8.8                       | 15.0          | 10.8           | 15.3  | 17.4                 | 16.6                | 16.9                 | 1      |
| 6. No, and I still don't like what I got                                 | 4.6                       | 18.9          | 18.0           | 24.6  | 22.4                 | 26.4                | 24.9                 | 3      |
| 7. Miscellaneous, no answer  | 1.9                       | 2.4           | .8             | 7.7   | 4.7                  | 3.3                 | 3.8                  | 3      |
| N =  | 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577                 |        |

# III 五

SECRETORIAL RECORDS OF THE SECRETARY OF THE ARMY

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DO NOT GET MAD.  
THE KING OF HEAVEN DOES NOT GET MAD  
AND YOU CAN BE LIKE HIM.

[illegible]



Response to Alternatives in Percentages

QUESTION 13.

Did your Navy job have enough "meat" to it to keep you on your toes most of the time?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Important work and kept me pretty busy         | 44.5                      | 38.9          | 32.8           | 34.9  | 35.3                 | 33.9                | 35.6                 | 1      |
| 2. Important enough, but didn't keep me very busy | 26.0                      | 24.1          | 18.8           | 19.5  | 17.5                 | 16.1                | 15.7                 | 2      |
| 3. Not really important, mostly just "busy" work  | 13.0                      | 21.9          | 33.2           | 24.9  | 32.2                 | 30.4                | 37.6                 | 4      |
| 4. Not important, and I wasn't very busy either   | 10.4                      | 10.9          | 10.4           | 12.5  | 8.5                  | 10.4                | 8.4                  | 5      |
| 5. Miscellaneous, no answer                       | 6.1                       | 4.1           | 4.8            | 8.2   | 5.5                  | 5.5                 | 4.5                  | 3      |
| N =   | 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577                 |        |



F. In the final part of this Chapter a few miscellaneous questions that show the attitudes of the groups about various aspects of Navy life will be analyzed.

Politics. In the Navy as in any large organization those in authority are in a position to take care of their friends in many ways. Such favors as choice bunks, fewer watches, better duty assignments, no working parties and permission to sleep in after reveille can be granted to men who are not always the most deserving in the eyes of their shipmates. On the other hand those not in favor can find themselves the recipients of many more unpleasant duties than they think they deserve.

Table XXV, page 73, gives the groups' impressions of how well they thought the merit system worked in the Navy. That a very small and similar percentage of the men in each group have not been disillusioned is evident from a study of alternative one. However the biggest percentage of all but one of the groups lean toward the more sophisticated viewpoint that the "breaks" depend more on "who you know" than "what you know". This same fact was brought out in a survey by the Army in 1945 of a representative cross section of enlisted men and company grade officers.<sup>2</sup> In response to a question on promotions in the Army, 60 per cent of the officers and 80 per cent of the men agreed that promotions were based on who you know and not what you know.

Promises. From an administrative standpoint, men can be promised things by anyone in the hierarchy from their



Response to Alternatives in Percentages

11. In your experience, do you think the most deserving men usually got the best breaks?

QUESTION 27

|   | School and Training | Avia- tion | Sub- marine | hore | Amph- ibi- ous | Com- bat- ant | Aux- ili- ary | Weight |
|---|---------------------|------------|-------------|------|----------------|---------------|---------------|--------|
| 1. Almost always  | 4.6                 | 5.9        | 6.0         | 4.5  | 5.3            | 5.6           | 5.0           | 1      |
| 2. Usually  | 24.8                | 13.3       | 15.6        | 16.7 | 14.0           | 13.3          | 14.3          | 2      |
| 3. About 50-50  | 26.0                | 23.1       | 26.0        | 22.7 | 24.6           | 20.4          | 20.6          | 3      |
| 4. Not very often                                       | 10.0                | 16.7       | 15.9        | 15.0 | 17.0           | 15.7          | 15.4          | 4      |
| 5. Hardly ever  | 3.3                 | 5.3        | 7.4         | 5.5  | 5.1            | 5.3           | 5.7           | 5      |
| 6. Depends too much on time you know, not what you know | 26.9                | 32.4       | 24.6        | 11.5 | 31.0           | 36.0          | 34.0          | 6      |
| 7. Indecided  | 5.5                 | 5.5        | 1.2         | .7   | .7             | .8            | .8            | 3      |
| 8. Incomplete, no answer                                | 4.9                 | 1.8        | 4.4         | 6.6  | 1.3            | 1.1           | 1.2           | 3      |
| 9. = 608  | 14.31               | 25.0       | 36.1        | 70.5 | 37.7           | 13.7          |               |        |

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1944

1944

petty officers on up to the commanding officer. In many cases those who make the promises are in no position to ever fulfill them. That this has been the case in many instances is very apparent from an inspection of Table XXVI, page 75. The favorable responses indicated by alternatives one and two give quite a spread in the percentages of the various groups. These percentages range from 40.2 per cent for the School and Training Group to 17.5 per cent for the Auxiliary Group, the overall mean for all separatees being 22 per cent. At the other end of the scale, using alternatives four and five, the percentages vary from 20.7 per cent for the School and Training Group to 44.6 per cent for the Auxiliary Group, the overall mean being 40 per cent. In the same survey referred to under Politics, a question on the subject of Army promises was asked and the results were even more unfavorable. <sup>3</sup> Seventy-six per cent of the men and 41 per cent of the officers agreed that Army promises are not kept most of the time.

property of the land, and the land is not  
cases there. The land is not  
fulfill them. The land is not  
is very important. The land is not  
the favorable. The land is not  
two give quite a good result. The land is not  
groups. The land is not  
school and the land is not  
group, the land is not  
At the other end of the land, the land is not  
five, the land is not  
and the land is not  
the overall result of the land is not  
learned to the land is not  
3  
promises and the land is not  
eventually six and the land is not  
agreed that the land is not



## Response to Alternatives in Percentages

| School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 14.6                      | 6.6           | 8.4            | 4.8   | 2.3                  | 3.7                 | 3.3                  | 1      |
| 25.6                      | 19.3          | 21.2           | 17.7  | 17.5                 | 16.2                | 14.2                 | 2      |
| 22.7                      | 19.6          | 15.6           | 17.9  | 18.8                 | 19.5                | 19.9                 | 3      |
| 5.8                       | 12.4          | 13.6           | 11.3  | 14.3                 | 13.3                | 14.0                 | 4      |
| 14.9                      | 26.3          | 27.6           | 26.0  | 29.6                 | 31.2                | 30.6                 | 5      |
| 11.7                      | 11.1          | 8.4            | 12.7  | 12.4                 | 11.1                | 12.3                 | 3      |
| 3.6                       | 2.7           | 3.6            | 4.2   | 3.9                  | 3.1                 | 4.1                  | 3      |
| 1.0                       | 1.9           | 1.6            | 5.3   | 1.1                  | 1.9                 | 1.6                  | 3      |
| N = 308                   | 1431          | 250            | 3551  | 708                  | 3737                | 1577                 |        |

## QUESTION 17.

From your experience in the Navy, have you been promised things which they didn't make good on?

1. They practically always made good
2. They usually tried to make good
3. They made good only when they felt like it
4. Usually didn't make good their promises
5. Navy promises just don't mean anything
6. Was never promised anything by the Navy
7. Undecided
0. Miscellaneous, no answer

# IVZ SUBA

Whether or not you are a member of our local group, we invite you to join us for a special presentation of the new book, "The Art of the Book" by the author, John Doe.

[illegible]

# NOTATION.

[illegible]

Wm H Phillips  
Hoboken N.J.

ST. JOHN'S HOSPITAL

[illegible]

Account of the noble Yillme  
and his family

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[illegible]

Privileges. In all military systems many customs exist which might appear to be rather arbitrary and not in accordance with democratic principles. Among these are the various practices having to do with greater privileges going together with greater rank. That this is just as true in any large organization outside the Navy may not be so apparent to the men while they are a part of the Navy. At any rate the men do have definite attitudes toward this system which have some effect upon their morale.

As far as the groups are concerned it is apparent from a study of Table XXVII, page 77, that there is very little difference between any of them except the School and Training Group. This group has the highest percentage of men who seem to feel that the system is allright and it also has the highest percentage who do not object to the privileges but to their abuse. In a survey of the Persian Gulf Command by the Army in 1943 a sample of 1,793 enlisted men was used.<sup>4</sup> At the end of the questionnaire about three fifths of the men took the trouble voluntarily to add written comments. Most of these comments concerned officers and officer-enlisted man relations and almost all were unfavorable. The overwhelming majority of the criticisms dealt with special privileges of officers, their concern for their own prerogatives and welfare, and their indifference to the deprivations of enlisted men.

It can be concluded that a majority of enlisted men do not approve of this system and have definite and unfavorable



Response to Alternatives in Percentages

| School and Training | Avia- tion | Sub- marine | Shore | Amph- ibi- ous | Com- bat- ant | Aux- ili- ary | Weight |
|---------------------|------------|-------------|-------|----------------|---------------|---------------|--------|
| 31.8                | 23.7       | 22.0        | 22.1  | 19.3           | 20.6          | 20.5          | 1      |
| 10.4                | 13.3       | 10.8        | 12.1  | 12.5           | 12.0          | 12.5          | 2      |
| 4.9                 | 8.2        | 8.8         | 9.0   | 8.7            | 9.7           | 9.7           | 3      |
| 32.2                | 21.3       | 21.6        | 19.2  | 19.9           | 19.3          | 22.7          | 4      |
| 7.4                 | 11.9       | 14.0        | 10.3  | 13.0           | 13.2          | 11.3          | 4      |
| 7.1                 | 8.5        | 10.8        | 7.6   | 9.7            | 9.1           | 8.6           | 5      |
| 1.4                 | 1.9        | 0           | 1.9   | 2.5            | 2.3           | 2.1           | 5      |
| 2.3                 | 4.8        | 3.6         | 6.4   | 6.9            | 7.2           | 6.9           | 3      |
| 2.6                 | 3.5        | 8.4         | 11.4  | 7.5            | 7.6           | 6.3           | 3      |
| 308                 | 1431       | 260         | 3551  | 708            | 3737          | 1577          |        |

N =

QUESTION 42

In all military systems, with greater rank and greater responsibilities, greater privileges have also been given. Was this bothered you any, or do you disagree?

1. It's all very natural, and it's O.K. by me
2. I don't exactly like it, but it doesn't really bother me
3. I never really thought about it much
4. It's not the privileges, but the abuse of privileges that bothers me
5. It's always bothered me why privileges should- n't be the same for everyone
6. This is one of the biggest reasons why I'm leaving the Navy
7. If it weren't for this, I'd probably stay in the Navy
8. Undecided, not sure
9. Miscellaneous, no answer



attitudes against it.

G. To get at a kind of summation of attitudes of the groups two final questions will be analyzed.

General Morale. A sort of overall appraisal of morale is shown in Table XXVIII, page 80. These responses probably give a good estimate of the group morale in the various branches of the service insofar as it was perceived by the men themselves.

The percentage of the Submarine Group who indicated that morale was very high in their last outfit is more than three times as great as any other group. This group has also the lowest percentage who thought that morale was rather low to very low. By using the percentage of the groups on alternatives one and two to get a rank order and correlating this with the overall rank order of Chapter III, (Table VI) a value of .86 is obtained.

Personal Summing-Up. It would be impossible to determine exactly what the words square deal might mean to any one individual, however it is quite probable that with the sample used in this survey these symbols have a fairly standard meaning. Many of the specific attitudes measured in this survey would go to make up this concept of square deal so that one could logically expect a high correlation between this composite and morale. By using the first alternatives of Table XXIX, page 81, which indicate favorable responses and adding the percentages, the School and Training Group

attitudes... it.

... of a kind of... it.

groups two... will be... it.

General... A sort of... it.

is shown in Table... page 60. These... it.

give a good estimate of the group... it.

branches of the service... it.

men themselves.

The percentage of... it.

that... was very high... it.

three times as... as any other group. This group has also

the lowest percentage... it.

to very low. By using the percentage of the group on other-

natives and... it.

with the overall rank order of Chapter III, Table VI) a

value of .98 is obtained.

Personal... it would be... to be-

forming... it might mean to any

one individual, however, it is... it.

sample used in this survey... it.

and... it.

survey would be to make up this... it.

that one could... it.

this composite and... it.

of Table... it.

and... it.



leads all the other groups by a comfortable margin. A fairly distinct line of cleavage is apparent between the School and Training, Submarine and Aviation Groups on the one hand and the Shore Duty, Amphibious, Combatant and Auxiliary Groups on the other hand. Ranking the groups on the basis of these percentages and correlating this rank order with the overall rank order of Chapter III, (Table VI) gives a value of 1.0 or perfect correlation.

#### H. Summary.

In the first section of this Chapter various questions of the questionnaire were analyzed to show the attitudes of the separatees as one large group. These questions covered the areas of environment, subordinate-superior relations and job satisfaction. It was the purpose of this section to give a kind of over all description of the typical separatee in terms of his attitudes in the areas mentioned above.

In the second section of the Chapter a number of questions were analyzed with the objective of showing the extent to which the various duty assignment groups differed among themselves in certain specific attitudes. Several rank order correlation coefficients were computed to show the relationship between these specific attitudes and overall morale. A discussion of the findings of this Chapter will be presented in Chapter V as a part of the total findings of the thesis.

leads to the study of a comparative study of the various  
distinct line of research in the present day and  
training, which is the result of the study of the  
the home way, the home way, the home way, the home way,  
the other hand, the other hand, the other hand, the other hand,  
university and university, the university, the university,  
rank order of the rank order, the rank order, the rank order,  
or perfect correlation.

### 3. Summary.

In the first section of this chapter various questions  
of the position of the various questions are discussed in  
the separate sections of the chapter. These questions are  
the areas of correlation, subordinate-superior relations and  
job satisfaction. It is the purpose of this section to give  
a kind of general description of the various questions in  
terms of their position in the area of correlation above.  
In the second section of the chapter a number of  
questions were raised with the objective of showing the  
extent to which the various questions are related to each other  
among themselves in certain specific fields. Several  
rank order correlation coefficients were computed to show the  
relationship between these specific questions and overall  
morale. The results of the study of the morale will be  
presented in Chapter V as a part of the total study of the  
thesis.

Response to Alternatives in Percentages

QUESTION 16.

In general, how would you say the morale was in your last outfit?

|                             | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|-----------------------------|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Very high                | 7.7                       | 7.5           | 27.2           | 7.5   | 6.1                  | 7.1                 | 7.2                  | 1      |
| 2. Fairly high              | 26.4                      | 24.7          | 27.8           | 22.4  | 17.6                 | 19.8                | 15.1                 | 2      |
| 3. Just so-so               | 24.6                      | 19.5          | 13.6           | 23.7  | 23.1                 | 25.9                | 24.8                 | 3      |
| 4. Rather low               | 29.0                      | 25.4          | 17.2           | 21.5  | 24.5                 | 23.5                | 23.2                 | 4      |
| 5. Very low                 | 12.3                      | 22.2          | 12.8           | 20.2  | 28.4                 | 22.3                | 25.6                 | 5      |
| 0. Miscellaneous, no answer | 0                         | .7            | 1.4            | 4.7   | .3                   | 1.2                 | 1.1                  | 3      |
| N =                         | 155                       | 693           | 140            | 1946  | 794                  | 1889                | 794                  |        |

# ИЛИХ КИНАТ

РЕЗУЛЬТАТЫ РАБОТЫ ПО ИЗУЧЕНИЮ

В. П. КОТОВ

ВНЕШНЕГО РАБОТНИКА НАУКИ И  
ТЕХНИКИ

| №  | Время | Скорость | Угол | Длина | Площадь | Объем |
|----|-------|----------|------|-------|---------|-------|
| 1  | 1.00  | 1.00     | 1.00 | 1.00  | 1.00    | 1.00  |
| 2  | 1.01  | 1.01     | 1.01 | 1.01  | 1.01    | 1.01  |
| 3  | 1.02  | 1.02     | 1.02 | 1.02  | 1.02    | 1.02  |
| 4  | 1.03  | 1.03     | 1.03 | 1.03  | 1.03    | 1.03  |
| 5  | 1.04  | 1.04     | 1.04 | 1.04  | 1.04    | 1.04  |
| 6  | 1.05  | 1.05     | 1.05 | 1.05  | 1.05    | 1.05  |
| 7  | 1.06  | 1.06     | 1.06 | 1.06  | 1.06    | 1.06  |
| 8  | 1.07  | 1.07     | 1.07 | 1.07  | 1.07    | 1.07  |
| 9  | 1.08  | 1.08     | 1.08 | 1.08  | 1.08    | 1.08  |
| 10 | 1.09  | 1.09     | 1.09 | 1.09  | 1.09    | 1.09  |

TABLE XXIX

Response to Alternatives in Percentages

|  | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ent | Amph-<br>ibi-<br>ous | Weight |
|--|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Yes, I have no real<br>cause for complaints | 43.8                      | 26.7          | 36.3           | 26.6  | 23.0                 | 23.1                | 21.3                 | 1      |
| 2. Mostly yes, but not in<br>every way         | 35.0                      | 31.1          | 24.0           | 26.0  | 27.8                 | 25.0                | 27.2                 | 2      |
| 3. About 50-50                                 | 7.1                       | 14.9          | 11.5           | 14.9  | 17.6                 | 16.4                | 16.6                 | 3      |
| 4. Too many things weren't<br>right            | 6.2                       | 12.6          | 9.8            | 11.7  | 13.2                 | 13.5                | 14.5                 | 4      |
| 5. No, on the whole, I don't<br>think I did    | 5.9                       | 12.6          | 14.0           | 15.1  | 15.9                 | 18.7                | 17.5                 | 5      |
| 6. Undecided, or not sure                      | 1.3                       | .6            | 1.2            | .8    | .8                   | 1.5                 | 1.4                  | 3      |
| 0. Miscellaneous, no answer                    | .7                        | 1.3           | 3.2            | 4.9   | 1.7                  | 1.8                 | 1.5                  | 3      |
| N =  | 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577                 |        |

# TABLE XXIX

ANALYSIS OF THE LIGNITE

PERCENTAGE

| ANALYSIS | PERCENTAGE | ANALYSIS   | PERCENTAGE | ANALYSIS         | PERCENTAGE | ANALYSIS | PERCENTAGE |
|----------|------------|------------|------------|------------------|------------|----------|------------|
| Carbon   | 84.5       | Hydrogen   | 6.2        | Oxygen           | 8.5        | Nitrogen | 0.8        |
| Sulfur   | 0.5        | Phosphorus | 0.1        | Potassium        | 0.2        | Sodium   | 0.1        |
| Calcium  | 0.1        | Magnesium  | 0.1        | Iron             | 0.1        | Aluminum | 0.1        |
| Silica   | 0.1        | Flux       | 0.1        | Loss on ignition | 0.1        |          |            |

ANALYSIS OF THE LIGNITE  
PERCENTAGE

ANALYSIS OF THE LIGNITE  
PERCENTAGE

ANALYSIS OF THE LIGNITE  
PERCENTAGE

ANALYSIS OF THE LIGNITE  
PERCENTAGE

ANALYSIS OF THE LIGNITE  
PERCENTAGE

ANALYSIS OF THE LIGNITE  
PERCENTAGE

ANALYSIS OF THE LIGNITE  
PERCENTAGE

ANALYSIS OF THE LIGNITE  
PERCENTAGE

## CHAPTER V

### Summary and Conclusions

It was the purpose of this study to determine the existence of a general morale composite and the extent to which this composite could serve to differentiate seven groups of separatees from the Navy. The grouping of the separatees was based upon their duty assignments. The solution of this problem was developed by the analysis of an attitude questionnaire administered to over 11,000 separatees. In this analysis the specific attitudes which go together to make up the morale composite were presented and it was shown that distinct differences existed between groups on certain of these attitudes.

On the basis of the statistical analysis presented in Chapter III it can be concluded that an overall or general morale factor does exist and that a quantification of this factor by the Likert technique establishes a definite pattern of responses and results in a rank order which differentiates the groups. The findings do not serve to assign an absolute value of morale to any group but they are definite and adequate enough to warrant conclusions regarding the relative degree of morale of any one group when compared with the other groups.

The attitudes which formed the component parts of the overall morale composite measured in Chapter III were discussed at some length in Chapter IV. To briefly summarize the findings of this chapter a few of the more noticeable

THE EFFECT OF THE GROUP ON THE INDIVIDUAL

The first point to be considered is the existence of a social norm within the group which this norm affects the behavior of the individual. To illustrate this, let us consider the group of students in a classroom. The social norm of the group is that students should be quiet and listen to the teacher. This norm affects the behavior of the individual student, who will conform to the norm in order to avoid punishment or to gain approval from the teacher. This is a classic example of the power of the group over the individual.

Another example of the power of the group is the phenomenon of conformity. In a famous experiment, Asch found that a large majority of subjects conformed to the majority opinion, even when the majority was obviously wrong. This shows that the pressure of the group can lead individuals to act against their own beliefs and perceptions.

The power of the group is also evident in the case of social movements and revolutions. In these cases, the group becomes a source of strength and support for the individual, who is able to act in ways that would be impossible for him or her acting alone. The group provides a sense of purpose and direction, and it also provides a means of achieving goals that would be difficult to achieve on an individual basis.

Finally, the power of the group is also evident in the case of social norms and customs. These norms and customs are often passed on from one generation to the next, and they shape the behavior of individuals in a way that is often unconscious. For example, the norm of politeness is a social norm that has been passed on for centuries, and it shapes the behavior of individuals in a way that is often unconscious.



differences in attitudes will be pointed out.

That the School and Training Group is more goal-directed, even though the Navy is only an incidental step along the way, is quite evident from the greater percentage of this group who say they enlisted only for the G. I. Bill and who plan to return to school or college. All groups are very low in percentages who expressed the intent to reenlist.

In the area of food, messing facilities and living quarters, the Submarine Group is well ahead of the other groups in the percentage expressing favorable attitudes, in spite of the obvious limitations of space on board a submarine.

All of the groups were fairly well satisfied with the amount of liberty and leave they received. In the matter of off-duty time, the three essentially shore duty type groups plus the submarine Group show somewhat more favorable attitudes than the sea duty groups.

The conclusion that the type of leadership these men have experienced was not of the highest order is inescapable. Although there were some differences between the groups in their attitudes in this field of relationships with superiors, by far the greatest percentage of all groups felt they were not recognized as individuals, did not receive credit for achievement and did not get fair and helpful supervision.

The attitudes toward their jobs were much more favorable than in other areas and this was true of all groups, with the School and Training Group leading the others by a small margin.

...differences in attitudes will be found in the ...  
...and ...  
...even ...  
...along the way ...  
...of this group ...  
...and who plan to ...  
...very low in ...  
...to the ...  
...quarters, the ...  
...groups in the ...  
...of the ...  
...in ...  
...amount of ...  
...off-duty ...  
...plus the ...  
...cludes that ...  
...the ...  
...have experienced ...  
...although ...  
...their attitudes ...  
...by far the ...  
...of ...  
...achievement ...  
...in the ...  
...the ...  
...with the ...  
...will ...

In the area of what might be termed the "Navy system" there was not much difference between the attitudes of the various groups. Only a very small percentage of any of the groups felt that the most deserving men always got the breaks, but rather most of them believed it depended on who you know and not what you know. The School and Training Group fared considerably better than most of the other groups in the fulfillment of promises. This same group was also less critical about greater privileges going with greater rank, although at the same time they had the highest percentage who decried the abuse of privileges.

One of the most outstanding differences in the groups appeared in the responses to a question which asked the men to evaluate the morale in their last command. The Submarine Group had a percentage which was more than four times greater than any other group who said the morale was very high. It is very probable that these men were giving an evaluation of group morale in this question and it is evident that the Submarine Group shared in this feeling to a considerable extent, since they ranked second in the overall morale ranking.

Slightly more than half of all separetees felt that they had gotten a square deal from the Navy. When broken down into groups, the School and Training Group led the rest in showing favorable reactions. There was a fairly definite line of division in favorable responses to this question, between the School and Training, Submarine and Aviation Groups on the one hand, and the Shore Duty, Amphibious, Combatant

in a group of about thirty or twenty people  
there was not much difference between the different  
various groups. They were all very much alike  
groups felt that they were more than  
out rather more of them rather than  
and not what you know. The school and training  
considerably better than most of the other  
filling of promises. This same group was also  
about greater privileges being with respect to  
the same time they had a high level of education  
abuse of privileges.  
One of the most interesting things was the group  
appeared in the group as to a question with regard to  
to evaluate the group in a certain way. The group  
group had a high level of education and the group  
than any other group and said the group was very  
is very probable that the group was living in a  
group more in a certain way and it is evident that the  
marine and more in a certain way and it is evident that  
since they worked around in the general marine group.  
Living more than half of the group was very  
they had a high level of education and the group  
down into groups. The group was very much alike  
in showing favor to the group. There was a fairly definite  
line of division in the group between the group and  
between the group and the group. The group was very much alike  
on the one hand, and the group was very much alike

and Auxiliary Groups on the other hand.

From the analysis presented in this thesis, it can be concluded that a general morale factor does exist and that groups of men who have served in different branches of the Navy can be differentiated in respect to morale. Furthermore, it is apparent that these groups show differences in attitudes toward specific aspects of the Navy environment. It was not the purpose of this study to show why one group did differ from another in morale or any of its components, nor was the questionnaire designed for this end. As was stated in Chapter I, the questionnaire was designed primarily to find out why men separate from the Navy and although this study was not concerned with that particular problem, the evidence adduced regarding the morale of the various groups should help in answering that question.

It would seem that the main value of this study is found in the fact that, like an exit interview in industry, it points up or emphasizes how these separtees felt about their particular part of the Navy as they left it for civilian life. That they found many shortcomings and undesirable aspects in their experience with the Navy is quite apparent, but that they did not feel especially bitter is equally apparent. It is significant that these men were not so much concerned about the physical environment inherent in the different branches of the Navy, as they were about their relations with their superiors or the various administrative practices which affected them. For it is in the area of superior-

and similar groups of the same kind. The  
the following is a list of the groups of the same kind  
concluded that the groups of the same kind  
groups of the same kind in the same kind  
Navy can be considered as a group of the same kind  
more, it is a group of the same kind  
situated toward the same kind of the same kind  
it was not a group of the same kind  
did differ from groups of the same kind  
not was the same kind of the same kind  
stated in the same kind of the same kind  
marily to the same kind of the same kind  
through this kind of the same kind  
problem, the same kind of the same kind  
various groups of the same kind  
the same kind of the same kind  
found in the same kind of the same kind  
it points to the same kind of the same kind  
their parents of the same kind of the same kind  
like this. The same kind of the same kind  
aspects in the same kind of the same kind  
but that the same kind of the same kind  
parent. The same kind of the same kind  
concerned with the same kind of the same kind  
ferent from the same kind of the same kind  
with the same kind of the same kind  
which is the same kind of the same kind

subordinate relations that the greatest opportunity exists for the improvement of morale regardless of the branch of service involved.

subordinate personnel and the removal of the same from the service for the purpose of the investigation of the same. The removal of the same from the service is the removal of the same from the service.



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AND THE ROYAL SOCIETY OF MEDICAL SCIENCES

1882

1883

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2

Likert, op. cit.

For example, taking Question 5, Table XIII, page 53, and using the percentages listed under "School and Training" and multiplying each of these percentages by the corresponding number in the "Weight" column the following figures are obtained:

$$\begin{array}{rcl}
 13.1 \times 1 & = & .131 \\
 58.9 \times 2 & = & 1.178 \\
 3.9 \times 3 & = & .117 \\
 13.7 \times 4 & = & .548 \\
 1.4 \times 5 & = & .070 \\
 9.0 \times 3 & = & .270 \\
 \text{Total} & = & 2.314
 \end{array}$$

The value 2.314 is the mean value for the School and Training Group on this question and appears in Table V under the "School and Training" column heading. In the same manner all of the values appearing in Table V were computed.

3

Correlation techniques are methods of determining whether or not there is a relationship between two variables

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and the degree of this relationship. The coefficient may have any value from 1.00, perfect positive correlation, to (-) 1.00, perfect negative correlation. A value of zero indicates an absence of any relationship.

4

E. S. Woodworth, Experimental Psychology, (New York: Henry Holt, 1938), p. 373. The mean ranks computed in Table VI were used in finding the average intercorrelation. The formulae used were as follows:

$$r = \frac{\sum MR^2 - \frac{(\sum MR)^2}{N}}{\sum WR^2 - \frac{(\sum WR)^2}{N}}$$

$$\text{where } \sum MR^2 = \sum \frac{MR^2}{N} - \left( \frac{\sum MR}{N} \right)^2$$

$$\sum WR^2 = \frac{N^2 - 1}{12}$$

$\sum MR^2$  = Standard deviation of the obtained mean ranks.

$\sum WR^2$  = Standard deviation of a set of whole ranks.

$N$  = Number of ranks.

5

Allen L. Edwards, Statistical Analysis, (New York: Macmillan & Company, Inc., 1946), p. 124.

The formula used in this computation was:

$$\rho = \frac{1 - \frac{6 \sum D^2}{N(N^2 - 1)}}{1}$$

where  $\rho$  = the rank-difference correlation coefficient.

$\sum D^2$  = the difference squared between each pair of ranks.

$N$  = the number of pairs of ranks.



## Chapter IV

<sup>1</sup>  
Information and Education Division, Army Service  
Forces. What is Morale? What the Soldier Thinks, 1943,  
No. 1. 1-7.

<sup>2</sup>  
Stouffer, Vol. I, op. cit., p. 422.

<sup>3</sup>  
Stouffer, Vol. I, op. cit., p. 423.

<sup>4</sup>  
Stouffer, Vol. I, op. cit., p. 369.

1942

1  
The first of the series of tests was made on the 1st of January 1942. The results of this test are given in Table I. The second test was made on the 15th of January 1942. The results of this test are given in Table II. The third test was made on the 30th of January 1942. The results of this test are given in Table III. The fourth test was made on the 15th of February 1942. The results of this test are given in Table IV. The fifth test was made on the 30th of February 1942. The results of this test are given in Table V.

2  
The first of the series of tests was made on the 1st of January 1942. The results of this test are given in Table I. The second test was made on the 15th of January 1942. The results of this test are given in Table II. The third test was made on the 30th of January 1942. The results of this test are given in Table III. The fourth test was made on the 15th of February 1942. The results of this test are given in Table IV. The fifth test was made on the 30th of February 1942. The results of this test are given in Table V.



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## APPENDIX A



1. Are you single or married? (x one answer)

- 1 ☐ Single and not engaged
- 2 ☐ Single and engaged
- 3 ☐ Married
- 4 ☐ Divorced or separated
- 5 ☐ Divorced and remarried
- 6 ☐ Widowed
- 7 ☐ Other (what?)

2. As it looks now, what are your plans, in relation to the Navy, for the next few months? (x one answer)

- 1 ☐ Plan to re-enlist immediately at the Separation Activity
- 2 ☐ Plan to re-enlist within three (3) months to hold my rate
- 3 ☐ Probably re-enlist, unless I find something special in civilian life
- 4 ☐ Going out to look around, may or may not be back to re-enlist
- 5 ☐ Leaving the active Navy, joining the Naval Reserve
- 6 ☐ Leaving the Navy completely, not joining the Naval Reserve
- 7 ☐ Leaving the Navy to enlist in some other military service (Marine, Air Force, Army, or Coast Guard)
- 8 ☐ Just don't know what I'll do

3. How did you like your last ship or station? (x one answer)

- 1 ☐ Proud to have been on board
- 2 ☐ It was a pretty good deal for me to be in
- 3 ☐ Could have been better, could have been worse
- 4 ☐ Didn't care much for it, but didn't mind too much
- 5 ☐ Stayed on board only because I was getting out soon anyhow
- 6 ☐ Asked for a transfer but didn't get it

4. Taking everything into consideration (food, clothing, lodging, pay, etc.) do you think you'd be better off FINALLY in, or out, of the Navy? (x one answer)

- 1 ☐ Be ahead by staying in the Navy
- 2 ☐ Make out about the same either way, civilian or in service
- 3 ☐ Be ahead by turning civilian
- 4 ☐ Be ahead by enlisting in (Army, Marine, Air Force, Coast Guard)
- 5 ☐ Don't know for sure



5. What do you think of Navy chow? (x one answer)

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- 1 ☐ Usually pretty good food and pretty well prepared
- 2 ☐ Food was good enough, but poorly prepared
- 3 ☐ Food was not too good, but the cooks made the best of it
- 4 ☐ Food was poor and so was the cooking
- 5 ☐ What's the difference if there just isn't enough food
- 6 ☐ I was on commuted rations
- 7 ☐ Other (what?)

6. What kind of work do you think you'll be doing after discharge? (x one answer)

- 1 ☐ Re-enlisting in the Navy
- 2 ☐ Working on a farm
- 3 ☐ Going to some school or college, full time
- 4 ☐ Going to some school or college part time, work part time
- 5 ☐ Taking a civilian job about like my Navy job
- 6 ☐ Taking a civilian job quite different from my Navy job
- 7 ☐ Take about any reasonable civilian job I can get
- 8 ☐ Joining another branch of service (Army, Marines, Air Force, Coast Guard)
- 9 ☐ Haven't quite made up my mind yet what I'll do
- 10 ☐ Other (what?)

7. Did you get as much off-duty time as you had coming to you? (x one answer)

- 1 ☐ Yes, as much as I had coming
- 2 ☐ Yes, but I really needed more
- 3 ☐ I'm not sure
- 4 ☐ No, I did not get what was coming to me
- 5 ☐ Other (what?)

8. Did you get your fair share of liberties and leaves? (x one answer)

- 1 ☐ Yes, I got my fair share of both
- 2 ☐ I got my fair share of liberties, but not leaves
- 3 ☐ I got my fair share of leaves, but not liberties
- 4 ☐ No, I did not get my fair share of either
- 5 ☐ Other (what?)

9. How would you describe your messing facilities? (x one answer)

- 1 ☐ They were really good in about every way
- 2 ☐ About as good as could be expected
- 3 ☐ Could have been better, could have been worse
- 4 ☐ Poorer than necessary
- 5 ☐ No excuse for how bad they were
- 6 ☐ I was on commuted rations
- 7 ☐ Other (what?)

2. What do you think of my work? (one answer)
- 1 Excellent
  - 2 Good
  - 3 Not good
  - 4 Very poor
  - 5 Other (what?)
3. What kind of work do you think I am doing? (one answer)
- 1 Excellent
  - 2 Good
  - 3 Not good
  - 4 Very poor
  - 5 Other (what?)
4. Did you see me off to work? (one answer)
- 1 Yes
  - 2 No
  - 3 Other (what?)
5. Did you see me off to work? (one answer)
- 1 Yes
  - 2 No
  - 3 Other (what?)
6. Did you see me off to work? (one answer)
- 1 Yes
  - 2 No
  - 3 Other (what?)
7. Did you see me off to work? (one answer)
- 1 Yes
  - 2 No
  - 3 Other (what?)
8. Did you see me off to work? (one answer)
- 1 Yes
  - 2 No
  - 3 Other (what?)
9. Did you see me off to work? (one answer)
- 1 Yes
  - 2 No
  - 3 Other (what?)
10. Did you see me off to work? (one answer)
- 1 Yes
  - 2 No
  - 3 Other (what?)



10. How do you feel about the living quarters you had? 95  
(x one answer)

- 1      They were really good in about every way
- 2      About as good as could be expected
- 3      Could have been better, could have been worse
- 4      Poorer than necessary
- 5      No excuse for how bad they were
- 6      I was not living in quarters supplied by the Navy
- 7      Other (what?)

11. How much interest did your Officers show in seeing to it that the men had good entertainment, sports, and general recreation? (x one answer)

- 1      They really went to bat and did a good job
- 2      They tried alright, but didn't do too well
- 3      They showed no interest, took no action for or against
- 4      They seemed to feel it was up to us to look out for ourselves
- 5      They seemed to be against our having any recreation
- 6      Other (what?)

12. Did your Navy job give you a fair chance to use your skill and experience? (x one answer)

- 1      Had no skill or experience before this enlistment
- 2      A very good chance
- 3      A fairly good chance
- 4      Not too much of a chance
- 5      No chance at all to use my experience
- 6      Undecided, not sure
- 7      Other (what?)

13. Did your Navy job have enough "meat" to it to keep you on your toes most of the time? (x one answer)

- 1      Important work and kept me pretty busy
- 2      Important enough, but didn't keep me very busy
- 3      Not really important-mostly just "busy" work
- 4      Not important, and I wasn't very busy either
- 5      Other (what?)

14. Do you feel that the Navy is trying to control you and the other men more strictly than it needs to? (x one answer)

- 1      Not any more than in civilian life
- 2      Only on the proper military matters
- 3      Sometimes control went beyond military into personal matters
- 4      Very often got called on things that were personal, not military
- 5      They tried to run my life for me
- 6      Other (what?)

10. How do you feel about the life in prison? (X one answer)

- 1 They were really good in some way
- 2 About as good as could be expected
- 3 Could have been better, could have been worse
- 4 Better than necessary
- 5 No excuse for how bad they were
- 6 I was not living in a manner supplied by the law
- 7 Other (what?)

11. How much interest did your officers show in seeing to it that the men had good entertainment, sports, and general recreation? (X one answer)

- 1 They really went to out and did a good job
- 2 They tried alright, but didn't do too well
- 3 They showed no interest, took no action for a minute
- 4 They seemed to feel it was up to us to look out for ourselves
- 5 They seemed to be against our taking up recreation
- 6 Other (what?)

12. Did your boys give you a fair chance to use your skill and experience? (X one answer)

- 1 Yes, no skill or experience before this situation
- 2 A very good chance
- 3 A fairly good chance
- 4 Not too much of a chance
- 5 No chance at all to use my experience
- 6 Undecided, not sure
- 7 Other (what?)

13. In your view, how much "work" did it take to keep you on your toes most of the time? (X one answer)

- 1 Important work, but kept me pretty busy
- 2 Important work, but didn't keep me very busy
- 3 Not really important, but "busy" work
- 4 Not important, and I wasn't very busy either
- 5 Other (what?)

14. Do you feel that a Navy is trying to control you and the other men more strictly than it needs to? (X one answer)

- 1 Not at all, not in civilian life
- 2 Only on the proper military matters
- 3 Sometimes control was a bit strict, but necessary
- 4 Very often got called on a thing and was "strict", but military
- 5 They tried to run my life for me
- 6 Other (what?)

15. Did you get a chance to choose the kind of work you wanted to do in the Navy? (x one answer)

- 1      Yes, and I got what I wanted
- 2      Yes, they listened but gave me something else, but it turned out O.K.
- 3      Yes, but I didn't get what I wanted, and still don't like it
- 4      No, but I would have chosen this if I'd had the chance
- 5      No, but I'm satisfied anyhow
- 6      No, and I still don't like what I got
- 7      Undecided

16. In general, how would you say the morale was in your last outfit? (x one answer)

- 1      very high
- 2      Fairly high
- 3      Just so-so
- 4      Rather low
- 5      Very low

17. From your experience in the Navy, have you been promised things which they didn't make good on? (x one answer)

- 1      They practically always made good
- 2      They usually tried to make good
- 3      They made good only when they felt like it
- 4      Usually didn't make good their promises
- 5      Navy promises just don't mean anything
- 6      Was never promised anything by the Navy
- 7      Undecided

18. Do you feel that your Officers were really interested in your personal problems and your welfare? (x the answer that is truest for you)

- 1      Most of them were genuinely interested
- 2      Most of them showed a fair amount of interest
- 3      They were pretty much indifferent
- 4      Only a few showed a genuine interest
- 5      Only a few showed much interest
- 6      They mostly just ignored our interests
- 7      They usually rode rough-shod over our interests
- 8      Undecided

19. Do you feel that your Petty Officers were really interested in your personal problems and your welfare? (x the answer that is truest to you)

- 1      Most of them were genuinely interested
- 2      Most of them showed a fair amount of interest
- 3      They were pretty much indifferent
- 4      Only a few showed a genuine interest

1. John H. Smith, Secretary, March 1, 1881.
2. John H. Smith, Secretary, March 1, 1881.
3. John H. Smith, Secretary, March 1, 1881.
4. John H. Smith, Secretary, March 1, 1881.
5. John H. Smith, Secretary, March 1, 1881.
6. John H. Smith, Secretary, March 1, 1881.
7. John H. Smith, Secretary, March 1, 1881.

122. The following are the names of the persons who have been appointed to the various positions in the Department of the Interior, and the date of their appointment.

1. John H. Smith, Secretary, March 1, 1881.
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6. John H. Smith, Secretary, March 1, 1881.
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125. The following are the names of the persons who have been appointed to the various positions in the Department of the Interior, and the date of their appointment.

1. John H. Smith, Secretary, March 1, 1881.
2. John H. Smith, Secretary, March 1, 1881.
3. John H. Smith, Secretary, March 1, 1881.
4. John H. Smith, Secretary, March 1, 1881.

19. Do you feel that your Petty Officers were really interested in your personal problems and your welfare? (x the answer that is truest for you) Continued

- 5 Only a few showed much interest
- 6 They mostly just ignored our interests
- 7 They usually rode rough-shod over our interests
- 8 Indecided

20. How many of your Petty Officers "Pull their rate" in ways that seemed unnecessary or out of line? (x one answer)

- 1 Practically none
- 2 Only a few
- 3 About half
- 4 Most of them
- 5 Practically all of them
- 6 Indecided, not sure

21. What is your impression of Navy justice and discipline? (x one answer)

- 1 Hard, but fair
- 2 Hard and unfair
- 3 Hard and not too fairly carried out, inconsistent
- 4 Soft enough, but fair
- 5 Soft enough, but unfairly carried out, inconsistent
- 6 Indecided, not sure
- 7 Other (what?)

22. Are there openings for advancement for you in your rating? (x one answer)

- 1 I'm a non-rated man (Seaman, Fireman, Hospital Apprentice, Steward's Mate, Bugler)
- 2  ratings are pretty wide open in my rate
- 3  ratings are open but no vacancies on my ship (station)
- 4  ratings are open but no vacancies in my command
- 5  ratings are open, but no examinations are being given
- 6  ratings are open, but I haven't been in long enough to qualify
- 7  ratings are open, but I wasn't given a chance to qualify (see duty, school, quarterly marks)
- 8  ratings are open, but quota is so small there's little chance
- 9  ratings are closed
- 10 Don't know, don't care, not sure

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23. Do you feel that your Petty Officers generally understood your abilities and what you could do? (x one answer)

- 1 ☐ Yes, I'm sure they did
- 2 ☐ Think so, but I'm not sure
- 3 ☐ Undecided, I don't really know
- 4 ☐ I don't think they did
- 5 ☐ No, I know they didn't

24. Do you feel that your Officers generally understood your abilities and what you could do? (x one answer)

- 1 ☐ Yes, I'm sure they did
- 2 ☐ Think so, but I'm not sure
- 3 ☐ Undecided, I don't really know
- 4 ☐ I don't think they did
- 5 ☐ No, I know they didn't

25. Do you think your Petty Officers generally gave you credit for the work you did?

- 1 ☐ Yes, they did
- 2 ☐ Think so, but I'm not sure
- 3 ☐ Undecided, I don't really know
- 4 ☐ Only when I didn't satisfy them, not when I did a good job
- 5 ☐ I don't think they knew one way or another
- 6 ☐ No, I know they didn't

26. Do you think your Officers generally gave you credit for the work you did? (x one answer)

- 1 ☐ Yes, they did
- 2 ☐ Think so, but I'm not sure
- 3 ☐ Undecided, I don't really know
- 4 ☐ Only when I didn't satisfy them, not when I did a good job
- 5 ☐ I don't think they knew one way or another
- 6 ☐ No, I know they didn't

27. In your experience, do you think the most deserving men usually got the best breaks? (x one answer)

- 1 ☐ Almost always
- 2 ☐ Usually
- 3 ☐ About 50-50
- 4 ☐ Not very often
- 5 ☐ Hardly every
- 6 ☐ Depends too much on "who you know", not "what you know"
- 7 ☐ Undecided

25. The following are the names of the persons who have been appointed to the various positions in the office of the Secretary of the Board of Education, for the year 1900-1901.

- |    |                 |
|----|-----------------|
| 1. | Mr. J. H. Smith |
| 2. | Mr. W. B. Jones |
| 3. | Mr. C. D. Brown |
| 4. | Mr. E. F. Green |
| 5. | Mr. G. H. White |

26. The following are the names of the persons who have been appointed to the various positions in the office of the Secretary of the Board of Education, for the year 1901-1902.

- |    |                 |
|----|-----------------|
| 1. | Mr. J. H. Smith |
| 2. | Mr. W. B. Jones |
| 3. | Mr. C. D. Brown |
| 4. | Mr. E. F. Green |
| 5. | Mr. G. H. White |

27. The following are the names of the persons who have been appointed to the various positions in the office of the Secretary of the Board of Education, for the year 1902-1903.

- |    |                 |
|----|-----------------|
| 1. | Mr. J. H. Smith |
| 2. | Mr. W. B. Jones |
| 3. | Mr. C. D. Brown |
| 4. | Mr. E. F. Green |
| 5. | Mr. G. H. White |

28. The following are the names of the persons who have been appointed to the various positions in the office of the Secretary of the Board of Education, for the year 1903-1904.

- |    |                 |
|----|-----------------|
| 1. | Mr. J. H. Smith |
| 2. | Mr. W. B. Jones |
| 3. | Mr. C. D. Brown |
| 4. | Mr. E. F. Green |
| 5. | Mr. G. H. White |

29. The following are the names of the persons who have been appointed to the various positions in the office of the Secretary of the Board of Education, for the year 1904-1905.

- |    |                 |
|----|-----------------|
| 1. | Mr. J. H. Smith |
| 2. | Mr. W. B. Jones |
| 3. | Mr. C. D. Brown |
| 4. | Mr. E. F. Green |
| 5. | Mr. G. H. White |



28. In general, were your Officers fair and helpful?  
(x one answer)

- 1 ☒ Almost all of them were
- 2 ☐ Most of them were
- 3 ☐ About 50-50
- 4 ☐ A few of them were
- 5 ☐ Most of them were not
- 6 ☐ They generally just ignored us
- 7 ☐ Undecided

29. In general, were your Petty Officers fair and helpful?  
(x one answer)

- 1 ☒ Almost all of them were
- 2 ☐ Most of them were
- 3 ☐ About 50-50
- 4 ☐ A few of them were
- 5 ☐ Most of them were not
- 6 ☐ They generally just ignored us
- 7 ☐ Undecided

30. As you look over it, taking everything into account, both the good and the bad, if you had it to do over again, would you enlist? (x one answer)

- 1 ☒ Yes, I think I did the right thing
- 2 ☐ No, I should have stayed a civilian
- 3 ☐ I should have enlisted in some other military service
- 4 ☐ I'm not sure, undecided
- 5 ☐ I only enlisted to beat the draft anyhow
- 6 ☐ I only enlisted for the GI bill anyhow

31. Does your family approve of a Navy career for you?  
(x one answer)

- 1 ☒ Have no family to consider
- 2 ☐ They were in favor of my staying in longer
- 3 ☐ They left the choice up to me to make
- 4 ☐ They didn't mind, but I'm needed too badly at home
- 5 ☐ They objected some, but it was O.K. if I insisted
- 6 ☐ They just insisted that I leave the Navy
- 7 ☐ I never really thought of my making a career in the Navy
- 8 ☐ Still undecided, or not sure
- 9 ☐ Other (what?)

32. Do you think the Navy treats married and single men alike? (x one answer)

- 1 ☒ Single men generally get the breaks
- 2 ☐ Single men up to about Petty Officer, married men from there on
- 3 ☐ Married men generally get the breaks

1. The first of these is the fact that the American Medical Association is a voluntary association of physicians and surgeons, and as such it is not a government agency. It is not a part of the government, and it is not a part of the military or naval establishment. It is a private organization, and it is not subject to the control of the government.

2. The second of these is the fact that the American Medical Association is a non-profit organization. It does not have a profit to distribute to its members, and it is not subject to the same rules and regulations as a profit-making organization.

3. The third of these is the fact that the American Medical Association is a representative organization. It represents the interests of the medical profession in the United States, and it is not a part of the government. It is not a part of the military or naval establishment, and it is not subject to the control of the government.

4. The fourth of these is the fact that the American Medical Association is a voluntary association of physicians and surgeons, and as such it is not a government agency. It is not a part of the government, and it is not a part of the military or naval establishment. It is a private organization, and it is not subject to the control of the government.

5. The fifth of these is the fact that the American Medical Association is a non-profit organization. It does not have a profit to distribute to its members, and it is not subject to the same rules and regulations as a profit-making organization.

6. The sixth of these is the fact that the American Medical Association is a representative organization. It represents the interests of the medical profession in the United States, and it is not a part of the government. It is not a part of the military or naval establishment, and it is not subject to the control of the government.

7. The seventh of these is the fact that the American Medical Association is a voluntary association of physicians and surgeons, and as such it is not a government agency. It is not a part of the government, and it is not a part of the military or naval establishment. It is a private organization, and it is not subject to the control of the government.

8. The eighth of these is the fact that the American Medical Association is a non-profit organization. It does not have a profit to distribute to its members, and it is not subject to the same rules and regulations as a profit-making organization.

9. The ninth of these is the fact that the American Medical Association is a representative organization. It represents the interests of the medical profession in the United States, and it is not a part of the government. It is not a part of the military or naval establishment, and it is not subject to the control of the government.

10. The tenth of these is the fact that the American Medical Association is a voluntary association of physicians and surgeons, and as such it is not a government agency. It is not a part of the government, and it is not a part of the military or naval establishment. It is a private organization, and it is not subject to the control of the government.

32. Do you think the Navy treats married and single men alike? (1 one answer) Continued

- 4 Married men up to about Petty Officer, single men from there on
- 5 Generally the same, married or single
- 6 Undecided, or never thought about it much
- 7 Other (what?)

33. Does your wife (steady girl friend) approve of a Navy career for you? (x one answer)

- 1 I have no wife (steady girl friend)
- 2 He was in favor of my staying in longer
- 3 He left the choice up to me to make
- 4 He objected some, but it was O.K., if I insisted
- 5 Had to choose between her and the Navy
- 6 He never really thought of my making a career in the Navy
- 7 Still undecided, or not sure
- 8 Other (what?)

34. In general, do you think you've gotten a square deal from the Navy? (x one answer)

- 1 Yes, I have no real cause for complaints
- 2 Mostly yes, but not in every way
- 3 About 50-50
- 4 Too many things that weren't right
- 5 No, on the whole, I don't think I did
- 6 Undecided, or not sure

35. In the future, do you think every able-bodied young man should be required to take a year of military or naval training? (x one answer)

- 1 Yes, I'm for the idea
- 2 No, I'm against it
- 3 Undecided

36. Do you think your Petty Officers were interested in what you think and feel about things? (x one answer)

- 1 Most of them were genuinely interested
- 2 Most of them showed a fair amount of interest
- 3 They were pretty much indifferent
- 4 Only a few were genuinely interested
- 5 Only a few showed even a little interest
- 6 They mostly just ignored our opinions and feelings
- 7 They usually rode rough-shod over our feelings and opinions
- 8 Undecided, or not sure

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1. The first part of the book is devoted to a general introduction to the subject of the history of the United States. It covers the period from the discovery of the continent to the present time. The second part of the book is devoted to a detailed study of the history of the United States from the discovery of the continent to the present time. The third part of the book is devoted to a detailed study of the history of the United States from the discovery of the continent to the present time.

2. The first part of the book is devoted to a general introduction to the subject of the history of the United States. It covers the period from the discovery of the continent to the present time. The second part of the book is devoted to a detailed study of the history of the United States from the discovery of the continent to the present time. The third part of the book is devoted to a detailed study of the history of the United States from the discovery of the continent to the present time.

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5. The first part of the book is devoted to a general introduction to the subject of the history of the United States. It covers the period from the discovery of the continent to the present time. The second part of the book is devoted to a detailed study of the history of the United States from the discovery of the continent to the present time. The third part of the book is devoted to a detailed study of the history of the United States from the discovery of the continent to the present time.

37. Do you think your Officers were interested in what you think and how you feel about things? (x one answer)

- 1 ☐ Most of them were genuinely interested
- 2 ☐ Most of them showed a fair amount of interest
- 3 ☐ They were pretty much indifferent
- 4 ☐ Only a few were genuinely interested
- 5 ☐ Only a few showed even a little interest
- 6 ☐ They mostly just ignored our opinions and feelings
- 7 ☐ They usually rode rough-shod over our feelings and opinions
- 8 ☐ Indecided, or not sure

38. In your own experience, have you seen your Officers taking unfair and unjustified advantages of their rank and privileges? (x one answer)

- 1 ☐ They practically never did
- 2 ☐ Only a few, and then not very often
- 3 ☐ Only a few, but they did it regularly
- 4 ☐ About 40-50
- 5 ☐ Most of them did once in a while
- 6 ☐ Most of them did it nearly all the time
- 7 ☐ They all did, just about all the time
- 8 ☐ Indecided, not sure

39. When you first enlisted in the Navy, did you think you might stay in for good? (x one answer)

- 1 ☐ No, I enlisted only to beat the draft
- 2 ☐ No, I enlisted only for the G.I. Bill
- 3 ☐ No, I just wanted one nitch only "for the experience"
- 4 ☐ I hadn't thought what I'd do next when I enlisted
- 5 ☐ I thought I'd stay in until I got married, or ready to settle down
- 6 ☐ I thought I would stay if I liked it well enough, but I don't
- 7 ☐ I want to stay in now, but for certain reasons, I can't
- 8 ☐ I'm planning on re-enlisting in the Navy
- 9 ☐ I'm re-enlisting (Army, Marine, Air Force, Coast Guard)
- 10 ☐ Other (what?)

40. Do you feel the Navy gave you enough trade training or education? (x one answer)

- 1 ☐ Didn't expect any, didn't get any
- 2 ☐ Didn't expect any, and what I got wasn't worth much
- 3 ☐ Didn't expect any, but I got some good stuff anyway
- 4 ☐ Got enough good stuff, but different than I expected
- 5 ☐ Got as much good stuff as I expected
- 6 ☐ Really got more than I thought I would
- 7 ☐ Indecided, not sure

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research. It also mentions the scope of the study and the methods used.

2. The second part of the report is a detailed description of the experimental work. It includes a description of the apparatus used, the procedure followed, and the results obtained. It also discusses the errors and the limitations of the experiment.

3. The third part of the report is a discussion of the results. It compares the results with the theoretical predictions and with the results of other experiments. It also discusses the implications of the results and the conclusions drawn from the study.

4. The fourth part of the report is a summary of the work. It briefly reviews the main points of the report and states the conclusions. It also mentions the acknowledgments and the references.

5. The fifth part of the report is a list of references. It includes the names of the authors, the titles of the papers, and the names of the journals or books in which they were published. It also includes the dates of the publications.

6. The sixth part of the report is a list of figures. It includes the titles of the figures and the pages on which they are located. It also includes the captions of the figures.

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9. The ninth part of the report is a list of indices. It includes the titles of the indices and the pages on which they are located. It also includes the captions of the indices.

10. The tenth part of the report is a list of footnotes. It includes the titles of the footnotes and the pages on which they are located. It also includes the captions of the footnotes.

41. If you were to make suggestions about how things in your outfit could be improved, or done better, how do you think they would be received by those who could put them to use? (x one answer)

- 1 ☐ My suggestions would get careful considerations
- 2 ☐ They get a little attention, but not very much
- 3 ☐ No consideration at all
- 4 ☐ I'd be told the Navy way is already the best
- 5 ☐ I saw nothing on which I could suggest any improvements
- 6 ☐ Undecided, not sure

42. In all military systems, with greater rank and greater responsibilities, greater privileges have also been given. Has this bothered you any, or do you disagree? (x one answer)

- 1 ☐ It's all very natural, and it's O.K. by me
- 2 ☐ I don't exactly like it, but it doesn't really bother me
- 3 ☐ I never really thought about it much
- 4 ☐ It's not the privileges, but the abuse of privilege that bothers me
- 5 ☐ It's always bothered me why privileges shouldn't be the same for everyone
- 6 ☐ This is one of the biggest reasons why I'm leaving the Navy
- 7 ☐ If it weren't for this, I'd probably stay in the Navy
- 8 ☐ Undecided, not sure

501

The following information was obtained from the records of the  
Department of the Interior, Bureau of Land Management, for the  
year ending June 30, 1964.

|   |   |
|---|---|
| 1. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 1 |
| 2. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 2 |
| 3. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 3 |
| 4. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 4 |
| 5. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 5 |
| 6. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 6 |

The following information was obtained from the records of the  
Department of the Interior, Bureau of Land Management, for the  
year ending June 30, 1964.

|   |   |
|---|---|
| 1. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 1 |
| 2. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 2 |
| 3. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 3 |
| 4. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 4 |
| 5. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 5 |
| 6. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 6 |
| 7. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 7 |
| 8. Total land area in the State of Alaska, in acres, as of June 30, 1964. | 8 |



## APPENDIX B

APPENDIX B

Response to Alternatives in Percentages

|                             | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibious | Com-<br>batant | Aux-<br>iliary |
|-----------------------------|---------------------------|---------------|----------------|-------|-----------------|----------------|----------------|
| 1. Single and not engaged   | 81                        | 69            | 60             | 59    | 57              | 65             | 59             |
| 2. Single and engaged       | 10                        | 10            | 15             | 14    | 12              | 18             | 14             |
| 3. Married                  | 9                         | 19            | 22             | 14    | 26              | 14             | 16             |
| 4. Divorced or separated )  |                           |               |                |       |                 |                |                |
| 5. Divorced and remarried ) | 0                         | 1             | 3              | 1     | 5               | 2              | 1              |
| 6. Widowed )                |                           |               |                |       |                 |                |                |
| 7. Other (what?) )          |                           |               |                |       |                 |                |                |
| 8. No answer                | 0                         | 1             | 0              | 2     | 0               | 1              | 1              |
| N =                         | 153                       | 738           | 110            | 1605  | 345             | 1648           | 783            |

\* N represents number of men in each group

REMARKS OF REVENUE OFFICERS

| NO. | NAME | AGE | SEX | REL. | STATUS | REMARKS |
|-----|------|-----|-----|------|--------|---------|
| 1   | ...  | ... | ... | ...  | ...    | ...     |
| 2   | ...  | ... | ... | ...  | ...    | ...     |
| 3   | ...  | ... | ... | ...  | ...    | ...     |
| 4   | ...  | ... | ... | ...  | ...    | ...     |
| 5   | ...  | ... | ... | ...  | ...    | ...     |
| 6   | ...  | ... | ... | ...  | ...    | ...     |
| 7   | ...  | ... | ... | ...  | ...    | ...     |
| 8   | ...  | ... | ... | ...  | ...    | ...     |
| 9   | ...  | ... | ... | ...  | ...    | ...     |
| 10  | ...  | ... | ... | ...  | ...    | ...     |
| 11  | ...  | ... | ... | ...  | ...    | ...     |
| 12  | ...  | ... | ... | ...  | ...    | ...     |
| 13  | ...  | ... | ... | ...  | ...    | ...     |
| 14  | ...  | ... | ... | ...  | ...    | ...     |
| 15  | ...  | ... | ... | ...  | ...    | ...     |
| 16  | ...  | ... | ... | ...  | ...    | ...     |
| 17  | ...  | ... | ... | ...  | ...    | ...     |
| 18  | ...  | ... | ... | ...  | ...    | ...     |
| 19  | ...  | ... | ... | ...  | ...    | ...     |
| 20  | ...  | ... | ... | ...  | ...    | ...     |
| 21  | ...  | ... | ... | ...  | ...    | ...     |
| 22  | ...  | ... | ... | ...  | ...    | ...     |
| 23  | ...  | ... | ... | ...  | ...    | ...     |
| 24  | ...  | ... | ... | ...  | ...    | ...     |
| 25  | ...  | ... | ... | ...  | ...    | ...     |
| 26  | ...  | ... | ... | ...  | ...    | ...     |
| 27  | ...  | ... | ... | ...  | ...    | ...     |
| 28  | ...  | ... | ... | ...  | ...    | ...     |
| 29  | ...  | ... | ... | ...  | ...    | ...     |
| 30  | ...  | ... | ... | ...  | ...    | ...     |

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QUESTION 3.

How did you like your last ship or station?

Response to Alternatives in Percentages

|   | School and Training | Avia- tion | Sub- marine | Shore | Amph- ibi- ous | Com- bat- ant | Aux- ili- ary | Weight |
|---|---------------------|------------|-------------|-------|----------------|---------------|---------------|--------|
| 1. proud to have been on board                                | 17                  | 13.5       | 32.8        | 13.7  | 12.5           | 17.8          | 10.5          | 1      |
| 2. It was a pretty good deal for me to be in                  | 22.2                | 20.8       | 12.7        | 14.3  | 11.3           | 9.1           | 11.3          | 2      |
| 3. Could have been better, could have been worse              | 26.8                | 23.8       | 28.2        | 25.4  | 30.2           | 32.2          | 29.1          | 3      |
| 4. Didn't care much for it, but didn't mind too much          | 12.4                | 15.0       | 6.0         | 12.7  | 12.5           | 12.0          | 11.0          | 4      |
| 5. Stayed on board only because I was getting out soon anyhow | 15.0                | 12.3       | 10.9        | 10.4  | 16.5           | 14.7          | 17.9          | 5      |
| 6. Askd for a transfer but didn't get it                      | 5.9                 | 11.9       | 7.3         | 15.6  | 15.3           | 11.0          | 17.1          | 6      |
| 0. No answer, miscellaneous                                   | .7                  | 2.5        | 1.8         | 5.9   | 1.7            | 3.0           | 2.8           | 3      |
| N =   | 153                 | 738        | 110         | 1605  | 345            | 1848          | 783           |        |

RECAPITULATION OF RESULTS

| No. | First Series |      |      |      | Second Series |      |      |      |
|-----|--------------|------|------|------|---------------|------|------|------|
|     | 1            | 2    | 3    | 4    | 1             | 2    | 3    | 4    |
| 1   | 1.01         | 1.11 | 1.21 | 1.31 | 1.41          | 1.51 | 1.61 | 1.71 |
| 2   | 1.1          | 1.2  | 1.3  | 1.4  | 1.5           | 1.6  | 1.7  | 1.8  |
| 3   | 1.2          | 1.3  | 1.4  | 1.5  | 1.6           | 1.7  | 1.8  | 1.9  |
| 4   | 1.3          | 1.4  | 1.5  | 1.6  | 1.7           | 1.8  | 1.9  | 2.0  |
| 5   | 1.4          | 1.5  | 1.6  | 1.7  | 1.8           | 1.9  | 2.0  | 2.1  |
| 6   | 1.5          | 1.6  | 1.7  | 1.8  | 1.9           | 2.0  | 2.1  | 2.2  |
| 7   | 1.6          | 1.7  | 1.8  | 1.9  | 2.0           | 2.1  | 2.2  | 2.3  |
| 8   | 1.7          | 1.8  | 1.9  | 2.0  | 2.1           | 2.2  | 2.3  | 2.4  |
| 9   | 1.8          | 1.9  | 2.0  | 2.1  | 2.2           | 2.3  | 2.4  | 2.5  |
| 10  | 1.9          | 2.0  | 2.1  | 2.2  | 2.3           | 2.4  | 2.5  | 2.6  |
| 11  | 2.0          | 2.1  | 2.2  | 2.3  | 2.4           | 2.5  | 2.6  | 2.7  |
| 12  | 2.1          | 2.2  | 2.3  | 2.4  | 2.5           | 2.6  | 2.7  | 2.8  |
| 13  | 2.2          | 2.3  | 2.4  | 2.5  | 2.6           | 2.7  | 2.8  | 2.9  |
| 14  | 2.3          | 2.4  | 2.5  | 2.6  | 2.7           | 2.8  | 2.9  | 3.0  |
| 15  | 2.4          | 2.5  | 2.6  | 2.7  | 2.8           | 2.9  | 3.0  | 3.1  |
| 16  | 2.5          | 2.6  | 2.7  | 2.8  | 2.9           | 3.0  | 3.1  | 3.2  |
| 17  | 2.6          | 2.7  | 2.8  | 2.9  | 3.0           | 3.1  | 3.2  | 3.3  |
| 18  | 2.7          | 2.8  | 2.9  | 3.0  | 3.1           | 3.2  | 3.3  | 3.4  |
| 19  | 2.8          | 2.9  | 3.0  | 3.1  | 3.2           | 3.3  | 3.4  | 3.5  |
| 20  | 2.9          | 3.0  | 3.1  | 3.2  | 3.3           | 3.4  | 3.5  | 3.6  |
| 21  | 3.0          | 3.1  | 3.2  | 3.3  | 3.4           | 3.5  | 3.6  | 3.7  |
| 22  | 3.1          | 3.2  | 3.3  | 3.4  | 3.5           | 3.6  | 3.7  | 3.8  |
| 23  | 3.2          | 3.3  | 3.4  | 3.5  | 3.6           | 3.7  | 3.8  | 3.9  |
| 24  | 3.3          | 3.4  | 3.5  | 3.6  | 3.7           | 3.8  | 3.9  | 4.0  |
| 25  | 3.4          | 3.5  | 3.6  | 3.7  | 3.8           | 3.9  | 4.0  | 4.1  |
| 26  | 3.5          | 3.6  | 3.7  | 3.8  | 3.9           | 4.0  | 4.1  | 4.2  |
| 27  | 3.6          | 3.7  | 3.8  | 3.9  | 4.0           | 4.1  | 4.2  | 4.3  |
| 28  | 3.7          | 3.8  | 3.9  | 4.0  | 4.1           | 4.2  | 4.3  | 4.4  |
| 29  | 3.8          | 3.9  | 4.0  | 4.1  | 4.2           | 4.3  | 4.4  | 4.5  |
| 30  | 3.9          | 4.0  | 4.1  | 4.2  | 4.3           | 4.4  | 4.5  | 4.6  |
| 31  | 4.0          | 4.1  | 4.2  | 4.3  | 4.4           | 4.5  | 4.6  | 4.7  |
| 32  | 4.1          | 4.2  | 4.3  | 4.4  | 4.5           | 4.6  | 4.7  | 4.8  |
| 33  | 4.2          | 4.3  | 4.4  | 4.5  | 4.6           | 4.7  | 4.8  | 4.9  |
| 34  | 4.3          | 4.4  | 4.5  | 4.6  | 4.7           | 4.8  | 4.9  | 5.0  |
| 35  | 4.4          | 4.5  | 4.6  | 4.7  | 4.8           | 4.9  | 5.0  | 5.1  |
| 36  | 4.5          | 4.6  | 4.7  | 4.8  | 4.9           | 5.0  | 5.1  | 5.2  |
| 37  | 4.6          | 4.7  | 4.8  | 4.9  | 5.0           | 5.1  | 5.2  | 5.3  |
| 38  | 4.7          | 4.8  | 4.9  | 5.0  | 5.1           | 5.2  | 5.3  | 5.4  |
| 39  | 4.8          | 4.9  | 5.0  | 5.1  | 5.2           | 5.3  | 5.4  | 5.5  |
| 40  | 4.9          | 5.0  | 5.1  | 5.2  | 5.3           | 5.4  | 5.5  | 5.6  |
| 41  | 5.0          | 5.1  | 5.2  | 5.3  | 5.4           | 5.5  | 5.6  | 5.7  |
| 42  | 5.1          | 5.2  | 5.3  | 5.4  | 5.5           | 5.6  | 5.7  | 5.8  |
| 43  | 5.2          | 5.3  | 5.4  | 5.5  | 5.6           | 5.7  | 5.8  | 5.9  |
| 44  | 5.3          | 5.4  | 5.5  | 5.6  | 5.7           | 5.8  | 5.9  | 6.0  |
| 45  | 5.4          | 5.5  | 5.6  | 5.7  | 5.8           | 5.9  | 6.0  | 6.1  |
| 46  | 5.5          | 5.6  | 5.7  | 5.8  | 5.9           | 6.0  | 6.1  | 6.2  |
| 47  | 5.6          | 5.7  | 5.8  | 5.9  | 6.0           | 6.1  | 6.2  | 6.3  |
| 48  | 5.7          | 5.8  | 5.9  | 6.0  | 6.1           | 6.2  | 6.3  | 6.4  |
| 49  | 5.8          | 5.9  | 6.0  | 6.1  | 6.2           | 6.3  | 6.4  | 6.5  |
| 50  | 5.9          | 6.0  | 6.1  | 6.2  | 6.3           | 6.4  | 6.5  | 6.6  |
| 51  | 6.0          | 6.1  | 6.2  | 6.3  | 6.4           | 6.5  | 6.6  | 6.7  |
| 52  | 6.1          | 6.2  | 6.3  | 6.4  | 6.5           | 6.6  | 6.7  | 6.8  |
| 53  | 6.2          | 6.3  | 6.4  | 6.5  | 6.6           | 6.7  | 6.8  | 6.9  |
| 54  | 6.3          | 6.4  | 6.5  | 6.6  | 6.7           | 6.8  | 6.9  | 7.0  |
| 55  | 6.4          | 6.5  | 6.6  | 6.7  | 6.8           | 6.9  | 7.0  | 7.1  |
| 56  | 6.5          | 6.6  | 6.7  | 6.8  | 6.9           | 7.0  | 7.1  | 7.2  |
| 57  | 6.6          | 6.7  | 6.8  | 6.9  | 7.0           | 7.1  | 7.2  | 7.3  |
| 58  | 6.7          | 6.8  | 6.9  | 7.0  | 7.1           | 7.2  | 7.3  | 7.4  |
| 59  | 6.8          | 6.9  | 7.0  | 7.1  | 7.2           | 7.3  | 7.4  | 7.5  |
| 60  | 6.9          | 7.0  | 7.1  | 7.2  | 7.3           | 7.4  | 7.5  | 7.6  |
| 61  | 7.0          | 7.1  | 7.2  | 7.3  | 7.4           | 7.5  | 7.6  | 7.7  |
| 62  | 7.1          | 7.2  | 7.3  | 7.4  | 7.5           | 7.6  | 7.7  | 7.8  |
| 63  | 7.2          | 7.3  | 7.4  | 7.5  | 7.6           | 7.7  | 7.8  | 7.9  |
| 64  | 7.3          | 7.4  | 7.5  | 7.6  | 7.7           | 7.8  | 7.9  | 8.0  |
| 65  | 7.4          | 7.5  | 7.6  | 7.7  | 7.8           | 7.9  | 8.0  | 8.1  |
| 66  | 7.5          | 7.6  | 7.7  | 7.8  | 7.9           | 8.0  | 8.1  | 8.2  |
| 67  | 7.6          | 7.7  | 7.8  | 7.9  | 8.0           | 8.1  | 8.2  | 8.3  |
| 68  | 7.7          | 7.8  | 7.9  | 8.0  | 8.1           | 8.2  | 8.3  | 8.4  |
| 69  | 7.8          | 7.9  | 8.0  | 8.1  | 8.2           | 8.3  | 8.4  | 8.5  |
| 70  | 7.9          | 8.0  | 8.1  | 8.2  | 8.3           | 8.4  | 8.5  | 8.6  |
| 71  | 8.0          | 8.1  | 8.2  | 8.3  | 8.4           | 8.5  | 8.6  | 8.7  |
| 72  | 8.1          | 8.2  | 8.3  | 8.4  | 8.5           | 8.6  | 8.7  | 8.8  |
| 73  | 8.2          | 8.3  | 8.4  | 8.5  | 8.6           | 8.7  | 8.8  | 8.9  |
| 74  | 8.3          | 8.4  | 8.5  | 8.6  | 8.7           | 8.8  | 8.9  | 9.0  |
| 75  | 8.4          | 8.5  | 8.6  | 8.7  | 8.8           | 8.9  | 9.0  | 9.1  |
| 76  | 8.5          | 8.6  | 8.7  | 8.8  | 8.9           | 9.0  | 9.1  | 9.2  |
| 77  | 8.6          | 8.7  | 8.8  | 8.9  | 9.0           | 9.1  | 9.2  | 9.3  |
| 78  | 8.7          | 8.8  | 8.9  | 9.0  | 9.1           | 9.2  | 9.3  | 9.4  |
| 79  | 8.8          | 8.9  | 9.0  | 9.1  | 9.2           | 9.3  | 9.4  | 9.5  |
| 80  | 8.9          | 9.0  | 9.1  | 9.2  | 9.3           | 9.4  | 9.5  | 9.6  |
| 81  | 9.0          | 9.1  | 9.2  | 9.3  | 9.4           | 9.5  | 9.6  | 9.7  |
| 82  | 9.1          | 9.2  | 9.3  | 9.4  | 9.5           | 9.6  | 9.7  | 9.8  |
| 83  | 9.2          | 9.3  | 9.4  | 9.5  | 9.6           | 9.7  | 9.8  | 9.9  |
| 84  | 9.3          | 9.4  | 9.5  | 9.6  | 9.7           | 9.8  | 9.9  | 10.0 |
| 85  | 9.4          | 9.5  | 9.6  | 9.7  | 9.8           | 9.9  | 10.0 | 10.1 |
| 86  | 9.5          | 9.6  | 9.7  | 9.8  | 9.9           | 10.0 | 10.1 | 10.2 |
| 87  | 9.6          | 9.7  | 9.8  | 9.9  | 10.0          | 10.1 | 10.2 | 10.3 |
| 88  | 9.7          | 9.8  | 9.9  | 10.0 | 10.1          | 10.2 | 10.3 | 10.4 |
| 89  | 9.8          | 9.9  | 10.0 | 10.1 | 10.2          | 10.3 | 10.4 | 10.5 |
| 90  | 9.9          | 10.0 | 10.1 | 10.2 | 10.3          | 10.4 | 10.5 | 10.6 |
| 91  | 10.0         | 10.1 | 10.2 | 10.3 | 10.4          | 10.5 | 10.6 | 10.7 |
| 92  | 10.1         | 10.2 | 10.3 | 10.4 | 10.5          | 10.6 | 10.7 | 10.8 |
| 93  | 10.2         | 10.3 | 10.4 | 10.5 | 10.6          | 10.7 | 10.8 | 10.9 |
| 94  | 10.3         | 10.4 | 10.5 | 10.6 | 10.7          | 10.8 | 10.9 | 11.0 |
| 95  | 10.4         | 10.5 | 10.6 | 10.7 | 10.8          | 10.9 | 11.0 | 11.1 |
| 96  | 10.5         | 10.6 | 10.7 | 10.8 | 10.9          | 11.0 | 11.1 | 11.2 |
| 97  | 10.6         | 10.7 | 10.8 | 10.9 | 11.0          | 11.1 | 11.2 | 11.3 |
| 98  | 10.7         | 10.8 | 10.9 | 11.0 | 11.1          | 11.2 | 11.3 | 11.4 |
| 99  | 10.8         | 10.9 | 11.0 | 11.1 | 11.2          | 11.3 | 11.4 | 11.5 |
| 100 | 10.9         | 11.0 | 11.1 | 11.2 | 11.3          | 11.4 | 11.5 | 11.6 |

## Response to Alternatives in Percentages

| School<br>and<br>training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>ili-<br>ary | Weight |
|---------------------------|---------------|----------------|-------|----------------------|---------------------|---------------------|--------|
| 23.7                      | 21.6          | 35.0           | 20.7  | 21.3                 | 19.3                | 22.3                | 1      |
| 13.9                      | 17.9          | 15.6           | 18.2  | 13.8                 | 22.0                | 21.7                | 2      |
| 43.5                      | 36.7          | 26.0           | 35.8  | 35.0                 | 35.8                | 34.5                | 3      |
| .5                        | 2.4           | 2.0            | 1.6   | 2.3                  | 1.7                 | 1.9                 | 2      |
| 15.6                      | 17.7          | 18.0           | 18.8  | 20.7                 | 18.9                | 18.8                | 2      |
| 2.3                       | 1.7           | 2.4            | 4.9   | 1.8                  | 2.2                 | 2.3                 | 2      |
| 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577                |        |

N =

## QUESTION 4.

Taking everything into consideration (food, clothing, lodging, pay, etc.) do you think you'd be better off financially in, or out, of the Navy?

1. Ahead by staying in the navy
2. Make out about the same either way, civilian or in service
3. Ahead by turning civilian
4. Ahead by enlisting in (Army, Marine, Air Force, Coast Guard)
5. Don't know for sure
6. No answer, miscellaneous

# TABLE XXIX

REMARKS ON THE RESULTS OF THE ANALYSIS

| DATE | TIME | TEMP. | WIND | SEA | SKY | MOON | SUN |
|------|------|-------|------|-----|-----|------|-----|
| 1881 | 11.1 | 32.0  | 1.0  | 0.0 | 0.0 | 1.0  | 1.0 |
| 1881 | 11.1 | 32.0  | 1.0  | 0.0 | 0.0 | 1.0  | 1.0 |

|    |     |     |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|-----|-----|
| 1  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 2  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 3  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 4  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 5  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 6  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 7  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 8  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 9  | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 10 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 11 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 12 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 13 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 14 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 15 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 16 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 17 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 18 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 19 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 20 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 21 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 22 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 23 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 24 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 25 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 26 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 27 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 28 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 29 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 30 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 31 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |

REMARKS ON THE RESULTS OF THE ANALYSIS

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REMARKS ON THE RESULTS OF THE ANALYSIS



## Response to Alternatives in Percentages

QUESTION 12.  
Did your Navy job give you a fair chance to use your skill and experience?

|  | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>iliary | Weight |
|--|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------|--------|
| 1. Had no skill or experience before this enlistment | 21.1                      | 18.8          | 18.8           | 14.9  | 19.8                 | 15.6                | 18.3           | 2.5    |
| 2. A very good chance                                | 24.0                      | 14.2          | 13.6           | 13.7  | 11.9                 | 11.2                | 13.1           | 1      |
| 3. A fairly good chance                              | 19.2                      | 22.6          | 15.2           | 18.8  | 17.9                 | 16.7                | 21.0           | 2      |
| 4. Not too much of a chance                          | 11.3                      | 14.7          | 17.6           | 14.9  | 15.1                 | 16.1                | 15.6           | 3      |
| 5. No chance at all to use my experience             | 16.9                      | 24.3          | 29.6           | 30.0  | 30.0                 | 34.8                | 26.1           | 4      |
| 6. Undecided, not sure                               | 2.3                       | 2.1           | 2.0            | 2.3   | 3.2                  | 3.2                 | 3.0            | 2.5    |
| 7. Miscellaneous, no answer                          | 5.1                       | 3.2           | 3.2            | 5.4   | 2.0                  | 2.3                 | 2.8            | 2.5    |
| N =  | 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577           |        |

# ILIKX SIKAT

Registered in the State of Nevada

SI NOTATION

| Year | Month | Day | Hour | Minute | Second | Millisecond |
|------|-------|-----|------|--------|--------|-------------|
| 1978 | 11    | 11  | 11   | 11     | 11     | 11          |

A boy with a yellow shirt and blue pants was seen at the entrance of the building.

The boy was seen on the 11th of November, 1978.

The boy was seen on the 11th of November, 1978.

The boy was seen on the 11th of November, 1978.

The boy was seen on the 11th of November, 1978.

The boy was seen on the 11th of November, 1978.

The boy was seen on the 11th of November, 1978.

The boy was seen on the 11th of November, 1978.

SI

| Year | Month | Day | Hour | Minute | Second | Millisecond |
|------|-------|-----|------|--------|--------|-------------|
| 1978 | 11    | 11  | 11   | 11     | 11     | 11          |

TABLE XXXIV

## Response to Alternatives in Percentages

QUESTION 14.  
Do you feel that the Navy is trying to control you and the other men more strictly than it needs to?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Not any more than in civilian life                               | 4.2                       | 3.7           | 5.2            | 4.3   | 4.8                  | 3.9                 | 4.2                  | 3      |
| 2. Only on the proper military matters                              | 28.9                      | 26.2          | 21.6           | 28.2  | 25.0                 | 22.2                | 21.4                 | 1      |
| 3. Sometimes control went beyond military into personal matters     | 39.0                      | 40.9          | 36.4           | 33.0  | 34.8                 | 36.3                | 39.6                 | 2      |
| 4. Very often got called on things that were personal, not military | 11.7                      | 11.9          | 14.8           | 11.3  | 15.1                 | 13.1                | 13.9                 | 4      |
| 5. They tried to run my life for me                                 | 10.4                      | 12.2          | 13.6           | 14.2  | 13.3                 | 18.3                | 16.3                 | 5      |
| 6. Miscellaneous, no answer   | 5.8                       | 5.1           | 8.4            | 9.0   | 6.0                  | 6.1                 | 5.2                  | 3      |
| N =   | 308                       | 1431          | 250            | 3551  | 708                  | 3737                | 1577                 |        |



Response to Alternatives in Percentages

QUESTION 37.

Do you think your Officers were interested in what you think and how you feel about things?

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Most of them were                                  | 7.8                       | 6.3           | 6.4            | 7.1   | 4.3                  | 5.0                 | 2.6                  | 1      |
| 2. Genuinely interested                               |                           |               |                |       |                      |                     |                      |        |
| 3. Most of them showed a                              | 20.3                      | 15.8          | 18.2           | 18.4  | 15.4                 | 13.9                | 12.6                 | 1      |
| 4. fair amount of interest                            |                           |               |                |       |                      |                     |                      |        |
| 5. They were pretty much                              | 15.8                      | 14.2          | 10.9           | 9.8   | 11.2                 | 10.9                | 9.8                  | 4      |
| 6. indifferent  |                           |               |                |       |                      |                     |                      |        |
| 7. Only a few were genuinely                          | 24.8                      | 24.4          | 21.8           | 19.6  | 19.2                 | 19.6                | 20.1                 | 2      |
| 8. interested   |                           |               |                |       |                      |                     |                      |        |
| 9. Only a few showed even                             | 15.4                      | 16.1          | 10.0           | 14.7  | 18.3                 | 17.2                | 18.8                 | 2      |
| 0. a little interest                                  |                           |               |                |       |                      |                     |                      |        |
| 1. They mostly just ignored                           | 10.4                      | 14.2          | 15.4           | 15.4  | 17.7                 | 20.2                | 25.5                 | 4      |
| 2. our opinion and feelings                           |                           |               |                |       |                      |                     |                      |        |
| 3. They usually rode rough-<br>shod over our feelings | .6                        | 4.2           | 9.2            | 4.9   | 6.9                  | 6.6                 | 6.2                  | 5      |
| 4. and opinions                                       | 3.9                       | 1.9           | 3.6            | 3.4   | 3.5                  | 3.7                 | 2.4                  | 3      |
| 5. Indecided, or not sure                             |                           |               |                |       |                      |                     |                      |        |
| 6. Miscellaneous, no answer                           | 0                         | 2.4           | 4.5            | 6.7   | 2.5                  | 2.9                 | 2.0                  | 3      |
| N =   | 153                       | 738           | 110            | 1605  | 348                  | 1848                | 783                  |        |

REGISTRATION OF NOVEMBER 1900

15 NOVEMBER

| NAME              | AGE | SEX | RELATION | RESIDENCE        | DATE     |
|-------------------|-----|-----|----------|------------------|----------|
| JOHN A. SMITH     | 35  | M   | Head     | 123 Main St.     | 11/15/00 |
| MARY A. SMITH     | 32  | F   | Wife     | 123 Main St.     | 11/15/00 |
| JOHN B. JONES     | 40  | M   | Head     | 456 Oak St.      | 11/15/00 |
| MARY B. JONES     | 38  | F   | Wife     | 456 Oak St.      | 11/15/00 |
| JOHN C. BROWN     | 28  | M   | Head     | 789 Elm St.      | 11/15/00 |
| MARY C. BROWN     | 25  | F   | Wife     | 789 Elm St.      | 11/15/00 |
| JOHN D. WHITE     | 55  | M   | Head     | 321 Pine St.     | 11/15/00 |
| MARY D. WHITE     | 52  | F   | Wife     | 321 Pine St.     | 11/15/00 |
| JOHN E. GREEN     | 30  | M   | Head     | 654 Cedar St.    | 11/15/00 |
| MARY E. GREEN     | 27  | F   | Wife     | 654 Cedar St.    | 11/15/00 |
| JOHN F. BLACK     | 45  | M   | Head     | 987 Birch St.    | 11/15/00 |
| MARY F. BLACK     | 42  | F   | Wife     | 987 Birch St.    | 11/15/00 |
| JOHN G. GRAY      | 22  | M   | Head     | 101 Maple St.    | 11/15/00 |
| MARY G. GRAY      | 20  | F   | Wife     | 101 Maple St.    | 11/15/00 |
| JOHN H. HARRIS    | 60  | M   | Head     | 202 Walnut St.   | 11/15/00 |
| MARY H. HARRIS    | 58  | F   | Wife     | 202 Walnut St.   | 11/15/00 |
| JOHN I. KING      | 33  | M   | Head     | 303 Chestnut St. | 11/15/00 |
| MARY I. KING      | 30  | F   | Wife     | 303 Chestnut St. | 11/15/00 |
| JOHN J. LEE       | 48  | M   | Head     | 404 Spruce St.   | 11/15/00 |
| MARY J. LEE       | 45  | F   | Wife     | 404 Spruce St.   | 11/15/00 |
| JOHN K. MILLER    | 25  | M   | Head     | 505 Ash St.      | 11/15/00 |
| MARY K. MILLER    | 23  | F   | Wife     | 505 Ash St.      | 11/15/00 |
| JOHN L. NELSON    | 50  | M   | Head     | 606 Hickory St.  | 11/15/00 |
| MARY L. NELSON    | 48  | F   | Wife     | 606 Hickory St.  | 11/15/00 |
| JOHN M. OLSON     | 38  | M   | Head     | 707 Poplar St.   | 11/15/00 |
| MARY M. OLSON     | 35  | F   | Wife     | 707 Poplar St.   | 11/15/00 |
| JOHN N. PERKINS   | 42  | M   | Head     | 808 Willow St.   | 11/15/00 |
| MARY N. PERKINS   | 40  | F   | Wife     | 808 Willow St.   | 11/15/00 |
| JOHN O. ROSS      | 28  | M   | Head     | 909 Sycamore St. | 11/15/00 |
| MARY O. ROSS      | 25  | F   | Wife     | 909 Sycamore St. | 11/15/00 |
| JOHN P. STEVENSON | 58  | M   | Head     | 1010 Elm St.     | 11/15/00 |
| MARY P. STEVENSON | 55  | F   | Wife     | 1010 Elm St.     | 11/15/00 |
| JOHN Q. TAYLOR    | 35  | M   | Head     | 1111 Oak St.     | 11/15/00 |
| MARY Q. TAYLOR    | 32  | F   | Wife     | 1111 Oak St.     | 11/15/00 |
| JOHN R. WALKER    | 45  | M   | Head     | 1212 Pine St.    | 11/15/00 |
| MARY R. WALKER    | 42  | F   | Wife     | 1212 Pine St.    | 11/15/00 |
| JOHN S. YOUNG     | 22  | M   | Head     | 1313 Cedar St.   | 11/15/00 |
| MARY S. YOUNG     | 20  | F   | Wife     | 1313 Cedar St.   | 11/15/00 |
| JOHN T. ZIMMERMAN | 55  | M   | Head     | 1414 Birch St.   | 11/15/00 |
| MARY T. ZIMMERMAN | 52  | F   | Wife     | 1414 Birch St.   | 11/15/00 |

After receiving the above list of names and addresses of the residents of the town of ... on the 15th day of November 1900, the following names were added to the list:

JOHN A. SMITH, 123 Main St., 11/15/00  
 MARY A. SMITH, 123 Main St., 11/15/00  
 JOHN B. JONES, 456 Oak St., 11/15/00  
 MARY B. JONES, 456 Oak St., 11/15/00  
 JOHN C. BROWN, 789 Elm St., 11/15/00  
 MARY C. BROWN, 789 Elm St., 11/15/00  
 JOHN D. WHITE, 321 Pine St., 11/15/00  
 MARY D. WHITE, 321 Pine St., 11/15/00  
 JOHN E. GREEN, 654 Cedar St., 11/15/00  
 MARY E. GREEN, 654 Cedar St., 11/15/00  
 JOHN F. BLACK, 987 Birch St., 11/15/00  
 MARY F. BLACK, 987 Birch St., 11/15/00  
 JOHN G. GRAY, 101 Maple St., 11/15/00  
 MARY G. GRAY, 101 Maple St., 11/15/00  
 JOHN H. HARRIS, 202 Walnut St., 11/15/00  
 MARY H. HARRIS, 202 Walnut St., 11/15/00  
 JOHN I. KING, 303 Chestnut St., 11/15/00  
 MARY I. KING, 303 Chestnut St., 11/15/00  
 JOHN J. LEE, 404 Spruce St., 11/15/00  
 MARY J. LEE, 404 Spruce St., 11/15/00  
 JOHN K. MILLER, 505 Ash St., 11/15/00  
 MARY K. MILLER, 505 Ash St., 11/15/00  
 JOHN L. NELSON, 606 Hickory St., 11/15/00  
 MARY L. NELSON, 606 Hickory St., 11/15/00  
 JOHN M. OLSON, 707 Poplar St., 11/15/00  
 MARY M. OLSON, 707 Poplar St., 11/15/00  
 JOHN N. PERKINS, 808 Willow St., 11/15/00  
 MARY N. PERKINS, 808 Willow St., 11/15/00  
 JOHN O. ROSS, 909 Sycamore St., 11/15/00  
 MARY O. ROSS, 909 Sycamore St., 11/15/00  
 JOHN P. STEVENSON, 1010 Elm St., 11/15/00  
 MARY P. STEVENSON, 1010 Elm St., 11/15/00  
 JOHN Q. TAYLOR, 1111 Oak St., 11/15/00  
 MARY Q. TAYLOR, 1111 Oak St., 11/15/00  
 JOHN R. WALKER, 1212 Pine St., 11/15/00  
 MARY R. WALKER, 1212 Pine St., 11/15/00  
 JOHN S. YOUNG, 1313 Cedar St., 11/15/00  
 MARY S. YOUNG, 1313 Cedar St., 11/15/00  
 JOHN T. ZIMMERMAN, 1414 Birch St., 11/15/00  
 MARY T. ZIMMERMAN, 1414 Birch St., 11/15/00

## Response to Alternatives in Percentages

| QUESTION 19.<br>Do you feel that your Petty<br>Officers were really interested<br>in your personal problems and<br>your welfare? | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibious | Com-<br>bat-<br>ant | Aux-<br>iliary | Weight |
|--|---------------------------|---------------|----------------|-------|-----------------|---------------------|----------------|--------|
|  |                           |               |                |       |                 |                     |                |        |
| 1. Most of them were genuinely<br>interested   | 9.7                       | 10.5          | 12.9           | 9.2   | 11.3            | 8.9                 | 8.4            | 1      |
| 2. Most of them showed a fair<br>amount of interest  | 21.3                      | 19.3          | 23.6           | 15.7  | 17.6            | 17.1                | 19.3           | 1      |
| 3. They were pretty much in-<br>different  | 17.4                      | 11.2          | 13.6           | 10.0  | 8.3             | 7.5                 | 8.4            | 4      |
| 4. Only a few showed a genuine<br>interest   | 12.9                      | 12.7          | 13.6           | 13.2  | 11.5            | 12.7                | 12.7           | 2      |
| 5. Only a few showed much<br>interest  | 14.2                      | 14.7          | 14.3           | 16.5  | 18.2            | 14.9                | 18.0           | 2      |
| 6. They mostly just ignored<br>our interests   | 10.3                      | 15.6          | 13.5           | 15.8  | 17.1            | 19.8                | 18.0           | 4      |
| 7. They usually rode rough-<br>shod over our interests   | 9.7                       | 9.7           | 2.9            | 9.7   | 10.5            | 13.9                | 9.2            | 5      |
| 8. Undecided   | 1.9                       | 3.5           | 2.8            | 3.8   | 3.9             | 3.2                 | 3.7            | 3      |
| 9. Miscellaneous, no answer  | 2.6                       | 2.7           | 2.8            | 5.9   | 1.6             | 1.9                 | 2.3            | 3      |
| N =  | 155                       | 693           | 140            | 1946  | 333             | 1899                | 794            |        |





TABLE XXXVII

## Response to Alternatives in Percentages

QUESTION 21.  
What is your impression of  
Navy justice and discipline?

|  | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Aph-<br>ibious | Com-<br>batant | Aux-<br>iliary |
|--|---------------------------|---------------|----------------|-------|----------------|----------------|----------------|
| 1. Hard, but fair  | 17.2                      | 23.0          | 18.4           | 25.0  | 23.4           | 25.6           | 23.8           |
| 2. Hard and unfair   | 8.8                       | 15.8          | 18.0           | 15.7  | 19.8           | 20.2           | 19.6           |
| 3. Hard and not too fairly<br>carried out, incon-<br>sistent   | 47.4                      | 33.2          | 32.0           | 26.6  | 29.1           | 25.2           | 27.3           |
| 4. Soft enough, but fair                                       | 3.6                       | 3.8           | 5.6            | 4.1   | 5.1            | 3.9            | 3.9            |
| 5. Soft enough, but unfairly<br>carried out, incon-<br>sistent | 11.5                      | 11.2          | 12.4           | 11.2  | 10.9           | 10.2           | 11.1           |
| 6. Undecided, not sure   | 3.5                       | 5.9           | 6.4            | 7.7   | 6.3            | 8.1            | 7.3            |
| 0. Miscellaneous, no answer                                    | 7.8                       | 7.0           | 7.2            | 9.7   | 6.4            | 6.8            | 6.9            |
| N =  | 308                       | 1431          | 250            | 3551  | 708            | 3737           | 1577           |

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|-------|-------|-------|-------|-------|-------|-------|-------|
| 1.11  | 1.11  | 1.11  | 1.11  | 1.11  | 1.11  | 1.11  | 1.11  |
| 2.22  | 2.22  | 2.22  | 2.22  | 2.22  | 2.22  | 2.22  | 2.22  |
| 3.33  | 3.33  | 3.33  | 3.33  | 3.33  | 3.33  | 3.33  | 3.33  |
| 4.44  | 4.44  | 4.44  | 4.44  | 4.44  | 4.44  | 4.44  | 4.44  |
| 5.55  | 5.55  | 5.55  | 5.55  | 5.55  | 5.55  | 5.55  | 5.55  |
| 6.66  | 6.66  | 6.66  | 6.66  | 6.66  | 6.66  | 6.66  | 6.66  |
| 7.77  | 7.77  | 7.77  | 7.77  | 7.77  | 7.77  | 7.77  | 7.77  |
| 8.88  | 8.88  | 8.88  | 8.88  | 8.88  | 8.88  | 8.88  | 8.88  |
| 9.99  | 9.99  | 9.99  | 9.99  | 9.99  | 9.99  | 9.99  | 9.99  |
| 10.10 | 10.10 | 10.10 | 10.10 | 10.10 | 10.10 | 10.10 | 10.10 |

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Response to Alternatives in Percentages

- QUESTION 22.
- Are there openings for advancement in your rating?
1. I'm a non-rated man
  2. Ratings are pretty wide open in my rate
  3. Ratings are open, but no vacancies on my ship
  4. Ratings are open but no vacancies in my command
  5. Ratings are open, but no examinations are being given
  6. Ratings are open but I haven't been in long enough to qualify
  7. Ratings are open but I wasn't given a chance to qualify (see duty, school, quarterly marks)
  8. Ratings are open but quota so small there's little chance
  9. Ratings are closed
  10. Miscellaneous, don't know, no answer

| School and Training | Avia- tion | Sub- marine | Shore | Amph- ibious | Com- batant | Aux- iliary |
|---------------------|------------|-------------|-------|--------------|-------------|-------------|
| 11.0                | 31.9       | 37.2        | 33.1  | 23.6         | 29.5        | 28.5        |
| 55.8                | 20.2       | 16.0        | 20.1  | 18.6         | 18.2        | 22.4        |
| 6.5                 | 5.1        | 8.0         | 4.3   | 8.2          | 6.7         | 6.9         |
| 2.6                 | 4.8        | 2.4         | 3.1   | 2.5          | 1.8         | 1.8         |
| 1.0                 | 1.5        | 1.6         | 2.4   | 3.9          | 3.8         | 3.0         |
| 5.5                 | 3.2        | 1.6         | 4.5   | 2.8          | 2.9         | 3.7         |
| 3.2                 | 3.5        | 3.6         | 4.0   | 3.1          | 4.2         | 3.4         |
| 1.9                 | 5.6        | 1.6         | 3.9   | 2.8          | 3.1         | 3.2         |
| 3.9                 | 17.3       | 19.2        | 12.8  | 25.1         | 20.1        | 16.9        |
| 8.4                 | 6.9        | 8.8         | 11.7  | 9.2          | 9.8         | 10.2        |
| 308                 | 1431       | 250         | 3551  | 708          | 3737        | 1677        |

N =

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| 6.08  | 6.68  | 6.48   | 1.66 | 6.16   | 6.16  | 0.11   |
| 4.88  | 5.81  | 0.81   | 1.08 | 0.81   | 5.08  | 2.08   |
| 4.2   | 4.2   | 8.2    | 0.2  | 0.1    | 1.2   | 2.2    |
| 6.1   | 3.1   | 0.8    | 1.6  | 4.8    | 6.4   | 0.8    |
| 0.8   | 6.6   | 2.6    | 4.8  | 6.1    | 2.1   | 0.1    |
| 4.6   | 0.2   | 6.8    | 6.4  | 4.1    | 6.8   | 2.8    |
| 6.2   | 8.4   | 1.2    | 0.4  | 0.2    | 0.2   | 8.2    |
| 8.6   | 4.2   | 8.8    | 6.6  | 6.1    | 8.2   | 4.1    |
| 1.1   | 1.08  | 1.08   | 6.8  | 8.81   | 0.11  | 8.2    |
| 8.01  | 6.4   | 8.8    | 4.11 | 5.8    | 8.4   | 4.1    |
| 4.01  | 4.01  | 10.1   | 4.01 | 12.01  | 12.01 | 8.08   |

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QUESTION 23

Do you feel that your Petty Officers Generally understood your abilities and what you could do?

Response to Alternatives in Percentages

|                                   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|-----------------------------------|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Yes, I'm sure they did         | 38.0                      | 42.5          | 49.4           | 33.1  | 43.0                 | 37.4                | 41.5                 | 1      |
| 2. Think so, but I'm not sure     | 17.4                      | 17.9          | 10.7           | 18.4  | 16.5                 | 16.2                | 17.8                 | 2      |
| 3. Undecided, I don't really know | 10.3                      | 10.9          | 3.5            | 11.4  | 8.5                  | 9.6                 | 7.1                  | 3      |
| 4. I don't think they did         | 22.0                      | 18.7          | 22.1           | 19.8  | 17.1                 | 21.1                | 19.8                 | 4      |
| 5. No, I know they didn't         | 8.4                       | 8.3           | 5.7            | 12.3  | 12.9                 | 13.4                | 10.2                 | 5      |
| C. Miscellaneous, no answer       | 3.9                       | 1.7           | 3.6            | 5.0   | 2.0                  | 2.3                 | 3.6                  | 3      |
| N =                               | 155                       | 693           | 140            | 1946  | 363                  | 1839                | 794                  |        |



## Response to Alternatives in Percentages

## QUESTION 24.

Do you feel that your Officers generally understood your abilities and what you could do?

|                                   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|-----------------------------------|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Yes, I'm sure they did         | 28.8                      | 27.0          | 24.6           | 25.8  | 27.2                 | 25.8                | 23.9                 | 1      |
| 2. I think so, but I'm not sure   | 18.3                      | 18.4          | 23.6           | 19.2  | 20.6                 | 18.6                | 18.4                 | 2      |
| 3. Undecided, I don't really know | 7.2                       | 13.3          | 13.6           | 13.1  | 11.9                 | 9.9                 | 14.3                 | 3      |
| 4. I don't think they did         | 32.0                      | 26.8          | 28.2           | 25.7  | 29.6                 | 28.4                | 28.9                 | 4      |
| 5. No, I know they didn't         | 12.4                      | 13.2          | 9.1            | 10.9  | 9.3                  | 15.5                | 13.4                 | 5      |
| 0. Miscellaneous, no answer       | 1.3                       | 1.2           | .9             | 5.3   | 1.4                  | 1.9                 | 1.0                  | 3      |
| N =                               | 153                       | 738           | 110            | 1605  | 345                  | 1848                | 783                  |        |





QUESTION 25.

Do you think your Petty Officers generally gave you credit for the work you did?

Response to Alternatives in Percentages

|   | School and Training | Avia- tion | Sub- marine | Score | Amph- ibi- ous | Com- bat- ant | Aux- ili- ary | Weight |
|---|---------------------|------------|-------------|-------|----------------|---------------|---------------|--------|
| 1. es, they did   | 43.3                | 33.6       | 44.1        | 33.8  | 34.7           | 33.7          | 37.5          | 1      |
| 2. think so, but I'm not sure                                 | 16.1                | 9.3        | 13.6        | 10.4  | 13.2           | 10.1          | 9.4           | 2      |
| 3. undecided, I don't really know                             | 6.6                 | 0.1        | 7.2         | 3.7   | 6.2            | 7.5           | 7.9           | 3      |
| 4. only when I didn't satisfy them, not when I did a good job | 14.2                | 17.6       | 12.8        | 13.5  | 15.1           | 16.5          | 14.2          | 4      |
| 5. I don't think they knew me any or another                  | 14.8                | 12.9       | 13.6        | 14.0  | 12.6           | 14.7          | 14.1          | 3      |
| 6. no, I know they didn't                                     | 2.6                 | 13.2       | 6.4         | 12.3  | 14.3           | 16.2          | 13.9          | 5      |
| 7. miscellaneous, no answer                                   | 3.3                 | 1.2        | 4.4         | 5.3   | 1.9            | 2.5           | 2.2           | 3      |
| 8. =  | 155                 | 993        | 140         | 1044  | 333            | 1799          | 794           |        |

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Response to Alternatives in Percentages

QUESTION 28

In general, were your Officers fair and helpful?

|                                   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|-----------------------------------|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 1. Almost all of them were        | 7.2                       | 9.9           | 11.4           | 10.7  | 6.3                  | 5.5                 | 5.2                  | 1      |
| 2. Most of them were              | 27.8                      | 21.4          | 19.3           | 19.1  | 14.9                 | 15.0                | 11.6                 | 2      |
| 3. About 50-50                    | 18.0                      | 21.6          | 22.2           | 19.2  | 20.4                 | 17.4                | 20.0                 | 3      |
| 4. A few of them were             | 31.6                      | 26.1          | 23.6           | 25.0  | 28.4                 | 30.7                | 30.6                 | 4      |
| 5. Most of them were not          | 9.0                       | 10.4          | 13.5           | 10.3  | 14.6                 | 16.2                | 17.4                 | 5      |
| 6. They generally just ignored us | 5.1                       | 9.4           | 6.0            | 10.4  | 14.3                 | 12.9                | 12.8                 | 4      |
| 7. Undecided                      | 0                         | .3            | .7             | .6    | 0                    | .9                  | .4                   | 3      |
| 8. Miscellaneous, no answer       | 1.3                       | .9            | 4.3            | 4.8   | 1.1                  | 1.5                 | 2.1                  | 3      |
| N =                               | 155                       | 993           | 140            | 1946  | 363                  | 1889                | 794                  |        |

# LIXIX PHAT

REGISTRATION OF NEWLY ARRIVED OF ARRIVALS

RS 1077000

RECEIVED BY THE OFFICE OF THE SECRETARY OF THE INTERIOR

| DATE | NAME | AGE | SEX | HEIGHT | WEIGHT | HAIR | EYES | SKIN | REMARKS               |
|------|------|-----|-----|--------|--------|------|------|------|-----------------------|
| 1    | JOE  | 25  | M   | 5.8    | 140    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 2    | JOHN | 30  | M   | 6.0    | 150    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 3    | JACK | 28  | M   | 5.9    | 135    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 4    | JIM  | 32  | M   | 6.1    | 155    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 5    | JANE | 24  | F   | 5.6    | 120    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 6    | JACK | 26  | M   | 5.7    | 130    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 7    | JANE | 27  | F   | 5.8    | 125    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 8    | JACK | 29  | M   | 5.9    | 135    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 9    | JANE | 31  | F   | 6.0    | 140    | B    | B    | F    | ARRIVED FROM NEW YORK |
| 10   | JACK | 33  | M   | 6.1    | 150    | B    | B    | F    | ARRIVED FROM NEW YORK |

Response to Alternatives in Percentages

QUESTION 30.

As you look over it, taking everything into account, both the good and the bad, if you had it to do over again, would you enlist?

|  | choo-<br>and<br>training | Avia-<br>tion | Sub-<br>marine | Shore | Asph-<br>bolos | Com-<br>batant | Aux-<br>iliary |
|--|--------------------------|---------------|----------------|-------|----------------|----------------|----------------|
| 1. Yes, I think I did the right thing                    | 56.0                     | 45.3          | 52.7           | 44.1  | 45.2           | 43.6           | 45.4           |
| 2. No, I should have stayed a civilian                   | 9.4                      | 12.4          | 20.8           | 20.0  | 23.0           | 24.1           | 23.9           |
| 3. I should have enlisted in some other military service | 1.9                      | 7.3           | 3.3            | 5.2   | 7.2            | 7.3            | 7.4            |
| 4. I'm not sure, undecided                               | 9.4                      | 12.3          | 8.8            | 12.8  | 14.0           | 12.9           | 11.7           |
| 5. I only enlisted to beat the draft anyhow              | 7.5                      | 6.4           | 9.0            | 7.5   | 7.1            | 7.1            | 8.0            |
| 6. I only enlisted for the money anyhow                  | 3.0                      | 6.8           | 4.4            | 5.0   | 2.1            | 2.0            | 3.0            |
| 7. Miscellaneous, no answer                              | 3.9                      | 2.3           | 4.2            | 5.4   | 2.4            | 2.4            | 1.4            |
| N =  | 308                      | 1431          | 250            | 3551  | 708            | 3737           | 1577           |



TABLE XXXIV

## Response to Alternatives in Percentages

Question 31.  
Does your family approve of  
any answer for you?

|   | Adm-<br>inist | sub-<br>sidiary | Deph-<br>sion | Com-<br>bustant | Aut-<br>iliary |
|---|---------------|-----------------|---------------|-----------------|----------------|
| 1. Have no family to<br>consult                                   | 6.3           | 2.4             | 3.3           | 1.7             | 4.3            |
| 2. They are in favor of<br>my staying in longer                   | 5.2           | 4.3             | 3.3           | 3.4             | 3.4            |
| 3. They left the choice up<br>to me to make                       | 46.6          | 50.0            | 47.7          | 44.7            | 43.9           |
| 4. They didn't mind, but I'd<br>needn't too badly at home         | 2.6           | 5.0             | 3.7           | 0.3             | 7.7            |
| 5. They criticized me, but I<br>was . . . if I insisted           | 19.2          | 19.6            | 18.0          | 16.7            | 12.8           |
| 6. They insisted that I leave<br>the way                          | 5.0           | 7.1             | 7.0           | 6.2             | 9.7            |
| 7. I never really thought of<br>my making a career in<br>this way | 11.8          | 14.4            | 17.9          | 17.2            | 15.0           |
| 8. I'll undecided, or not<br>sure                                 | 0             | 2.0             | 2.1           | 1.4             | 1.8            |
| 9. I'm all wrong, no answer                                       | 7.1           | 2.3             | 5.0           | 5.4             | 3.4            |
| N =   | 155           | 193             | 140           | 383             | 118            |

# VIXIN LUNAR

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## Response to Alternatives in Percentages

Do you think the Navy treats married and single men alike?

|  | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibious | Com-<br>batant | Aux-<br>iliary |
|--|---------------------------|---------------|----------------|-------|-----------------|----------------|----------------|
| 1. Single men generally get the breaks                             | 1.3                       | 1.9           | 2.7            | 2.2   | 1.3             | 1.9            | 1.1            |
| 2. Single men up to about petty officer, married men from there on | 1.3                       | 3.6           | .9             | 4.4   | 5.8             | 4.7            | 3.6            |
| 3. Married men generally get the breaks                            | 39.2                      | 47.3          | 55.6           | 33.7  | 37.1            | 30.2           | 34.7           |
| 4. Married men up to about petty officer, single men from there on | 0                         | 1.5           | 0              | 1.6   | 1.2             | 1.9            | 2.4            |
| 5. Generally the same, married or single                           | 31.4                      | 27.7          | 18.2           | 32.0  | 33.4            | 38.8           | 37.2           |
| 6. Indecided, or never thought much about it                       | 22.2                      | 13.5          | 11.8           | 17.8  | 15.9            | 10.5           | 17.1           |
| 7. Miscellaneous, no answer  | 4.6                       | 4.3           | 2.7            | 8.3   | 5.3             | 4.0            | 3.9            |
| N =  | 153                       | 738           | 110            | 1505  | 345             | 1948           | 723            |

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[illegible]

## QUESTION 33.

Does your wife (steady girl friend) approve of a Navy career for you?

## Response to Alternatives in Percentages

|   | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibious | Com-<br>batant | Aux-<br>iliary |
|---|---------------------------|---------------|----------------|-------|-----------------|----------------|----------------|
| 1. Have no wife (steady girl friend)                        | 43.2                      | 35.3          | 35.4           | 30.6  | 28.2            | 31.5           | 31.5           |
| 2. She was in favor of my staying longer                    | 1.4                       | 2.4           | 0              | 1.5   | 1.2             | 1.4            | 1.9            |
| 3. She left the choice up to me to make                     | 19.6                      | 19.1          | 16.4           | 15.5  | 15.3            | 14.2           | 15.7           |
| 4. She objected some, but it was O.K. if I insisted         | 6.5                       | 8.1           | 11.8           | 8.6   | 11.9            | 10.5           | 10.9           |
| 5. I had to choose between her and the Navy                 | 5.2                       | 9.2           | 10.9           | 10.9  | 13.0            | 15.0           | 12.0           |
| 6. I never really thought of my making a career in the Navy | 17.6                      | 14.4          | 19.2           | 16.1  | 17.9            | 16.0           | 15.4           |
| 7. Still undecided, or not sure                             | 1.9                       | 3.0           | .9             | 3.8   | 3.5             | 3.2            | 3.7            |
| 8. Miscellaneous, no answer                                 | 4.6                       | 8.5           | 5.4            | 12.9  | 8.0             | 8.2            | 8.9            |
| N =   | 153                       | 739           | 110            | 1605  | 345             | 1848           | 783            |

# ИВХХХХ РУБЛ

КОНТРАКТЫ НА ПОСТАВКУ ИЛИ ПО ПОКУПКЕ

| №   | Контракт | Договор | Исполнители | Сроки | Сумма | Вид   | Условия |
|-----|----------|---------|-------------|-------|-------|-------|---------|
| 1   | 1.1      | 1.1     | 1.1         | 1.1   | 1.1   | 1.1   | 1.1     |
| 2   | 2.1      | 2.1     | 2.1         | 2.1   | 2.1   | 2.1   | 2.1     |
| 3   | 3.1      | 3.1     | 3.1         | 3.1   | 3.1   | 3.1   | 3.1     |
| 4   | 4.1      | 4.1     | 4.1         | 4.1   | 4.1   | 4.1   | 4.1     |
| 5   | 5.1      | 5.1     | 5.1         | 5.1   | 5.1   | 5.1   | 5.1     |
| 6   | 6.1      | 6.1     | 6.1         | 6.1   | 6.1   | 6.1   | 6.1     |
| 7   | 7.1      | 7.1     | 7.1         | 7.1   | 7.1   | 7.1   | 7.1     |
| 8   | 8.1      | 8.1     | 8.1         | 8.1   | 8.1   | 8.1   | 8.1     |
| 9   | 9.1      | 9.1     | 9.1         | 9.1   | 9.1   | 9.1   | 9.1     |
| 10  | 10.1     | 10.1    | 10.1        | 10.1  | 10.1  | 10.1  | 10.1    |
| 11  | 11.1     | 11.1    | 11.1        | 11.1  | 11.1  | 11.1  | 11.1    |
| 12  | 12.1     | 12.1    | 12.1        | 12.1  | 12.1  | 12.1  | 12.1    |
| 13  | 13.1     | 13.1    | 13.1        | 13.1  | 13.1  | 13.1  | 13.1    |
| 14  | 14.1     | 14.1    | 14.1        | 14.1  | 14.1  | 14.1  | 14.1    |
| 15  | 15.1     | 15.1    | 15.1        | 15.1  | 15.1  | 15.1  | 15.1    |
| 16  | 16.1     | 16.1    | 16.1        | 16.1  | 16.1  | 16.1  | 16.1    |
| 17  | 17.1     | 17.1    | 17.1        | 17.1  | 17.1  | 17.1  | 17.1    |
| 18  | 18.1     | 18.1    | 18.1        | 18.1  | 18.1  | 18.1  | 18.1    |
| 19  | 19.1     | 19.1    | 19.1        | 19.1  | 19.1  | 19.1  | 19.1    |
| 20  | 20.1     | 20.1    | 20.1        | 20.1  | 20.1  | 20.1  | 20.1    |
| 21  | 21.1     | 21.1    | 21.1        | 21.1  | 21.1  | 21.1  | 21.1    |
| 22  | 22.1     | 22.1    | 22.1        | 22.1  | 22.1  | 22.1  | 22.1    |
| 23  | 23.1     | 23.1    | 23.1        | 23.1  | 23.1  | 23.1  | 23.1    |
| 24  | 24.1     | 24.1    | 24.1        | 24.1  | 24.1  | 24.1  | 24.1    |
| 25  | 25.1     | 25.1    | 25.1        | 25.1  | 25.1  | 25.1  | 25.1    |
| 26  | 26.1     | 26.1    | 26.1        | 26.1  | 26.1  | 26.1  | 26.1    |
| 27  | 27.1     | 27.1    | 27.1        | 27.1  | 27.1  | 27.1  | 27.1    |
| 28  | 28.1     | 28.1    | 28.1        | 28.1  | 28.1  | 28.1  | 28.1    |
| 29  | 29.1     | 29.1    | 29.1        | 29.1  | 29.1  | 29.1  | 29.1    |
| 30  | 30.1     | 30.1    | 30.1        | 30.1  | 30.1  | 30.1  | 30.1    |
| 31  | 31.1     | 31.1    | 31.1        | 31.1  | 31.1  | 31.1  | 31.1    |
| 32  | 32.1     | 32.1    | 32.1        | 32.1  | 32.1  | 32.1  | 32.1    |
| 33  | 33.1     | 33.1    | 33.1        | 33.1  | 33.1  | 33.1  | 33.1    |
| 34  | 34.1     | 34.1    | 34.1        | 34.1  | 34.1  | 34.1  | 34.1    |
| 35  | 35.1     | 35.1    | 35.1        | 35.1  | 35.1  | 35.1  | 35.1    |
| 36  | 36.1     | 36.1    | 36.1        | 36.1  | 36.1  | 36.1  | 36.1    |
| 37  | 37.1     | 37.1    | 37.1        | 37.1  | 37.1  | 37.1  | 37.1    |
| 38  | 38.1     | 38.1    | 38.1        | 38.1  | 38.1  | 38.1  | 38.1    |
| 39  | 39.1     | 39.1    | 39.1        | 39.1  | 39.1  | 39.1  | 39.1    |
| 40  | 40.1     | 40.1    | 40.1        | 40.1  | 40.1  | 40.1  | 40.1    |
| 41  | 41.1     | 41.1    | 41.1        | 41.1  | 41.1  | 41.1  | 41.1    |
| 42  | 42.1     | 42.1    | 42.1        | 42.1  | 42.1  | 42.1  | 42.1    |
| 43  | 43.1     | 43.1    | 43.1        | 43.1  | 43.1  | 43.1  | 43.1    |
| 44  | 44.1     | 44.1    | 44.1        | 44.1  | 44.1  | 44.1  | 44.1    |
| 45  | 45.1     | 45.1    | 45.1        | 45.1  | 45.1  | 45.1  | 45.1    |
| 46  | 46.1     | 46.1    | 46.1        | 46.1  | 46.1  | 46.1  | 46.1    |
| 47  | 47.1     | 47.1    | 47.1        | 47.1  | 47.1  | 47.1  | 47.1    |
| 48  | 48.1     | 48.1    | 48.1        | 48.1  | 48.1  | 48.1  | 48.1    |
| 49  | 49.1     | 49.1    | 49.1        | 49.1  | 49.1  | 49.1  | 49.1    |
| 50  | 50.1     | 50.1    | 50.1        | 50.1  | 50.1  | 50.1  | 50.1    |
| 51  | 51.1     | 51.1    | 51.1        | 51.1  | 51.1  | 51.1  | 51.1    |
| 52  | 52.1     | 52.1    | 52.1        | 52.1  | 52.1  | 52.1  | 52.1    |
| 53  | 53.1     | 53.1    | 53.1        | 53.1  | 53.1  | 53.1  | 53.1    |
| 54  | 54.1     | 54.1    | 54.1        | 54.1  | 54.1  | 54.1  | 54.1    |
| 55  | 55.1     | 55.1    | 55.1        | 55.1  | 55.1  | 55.1  | 55.1    |
| 56  | 56.1     | 56.1    | 56.1        | 56.1  | 56.1  | 56.1  | 56.1    |
| 57  | 57.1     | 57.1    | 57.1        | 57.1  | 57.1  | 57.1  | 57.1    |
| 58  | 58.1     | 58.1    | 58.1        | 58.1  | 58.1  | 58.1  | 58.1    |
| 59  | 59.1     | 59.1    | 59.1        | 59.1  | 59.1  | 59.1  | 59.1    |
| 60  | 60.1     | 60.1    | 60.1        | 60.1  | 60.1  | 60.1  | 60.1    |
| 61  | 61.1     | 61.1    | 61.1        | 61.1  | 61.1  | 61.1  | 61.1    |
| 62  | 62.1     | 62.1    | 62.1        | 62.1  | 62.1  | 62.1  | 62.1    |
| 63  | 63.1     | 63.1    | 63.1        | 63.1  | 63.1  | 63.1  | 63.1    |
| 64  | 64.1     | 64.1    | 64.1        | 64.1  | 64.1  | 64.1  | 64.1    |
| 65  | 65.1     | 65.1    | 65.1        | 65.1  | 65.1  | 65.1  | 65.1    |
| 66  | 66.1     | 66.1    | 66.1        | 66.1  | 66.1  | 66.1  | 66.1    |
| 67  | 67.1     | 67.1    | 67.1        | 67.1  | 67.1  | 67.1  | 67.1    |
| 68  | 68.1     | 68.1    | 68.1        | 68.1  | 68.1  | 68.1  | 68.1    |
| 69  | 69.1     | 69.1    | 69.1        | 69.1  | 69.1  | 69.1  | 69.1    |
| 70  | 70.1     | 70.1    | 70.1        | 70.1  | 70.1  | 70.1  | 70.1    |
| 71  | 71.1     | 71.1    | 71.1        | 71.1  | 71.1  | 71.1  | 71.1    |
| 72  | 72.1     | 72.1    | 72.1        | 72.1  | 72.1  | 72.1  | 72.1    |
| 73  | 73.1     | 73.1    | 73.1        | 73.1  | 73.1  | 73.1  | 73.1    |
| 74  | 74.1     | 74.1    | 74.1        | 74.1  | 74.1  | 74.1  | 74.1    |
| 75  | 75.1     | 75.1    | 75.1        | 75.1  | 75.1  | 75.1  | 75.1    |
| 76  | 76.1     | 76.1    | 76.1        | 76.1  | 76.1  | 76.1  | 76.1    |
| 77  | 77.1     | 77.1    | 77.1        | 77.1  | 77.1  | 77.1  | 77.1    |
| 78  | 78.1     | 78.1    | 78.1        | 78.1  | 78.1  | 78.1  | 78.1    |
| 79  | 79.1     | 79.1    | 79.1        | 79.1  | 79.1  | 79.1  | 79.1    |
| 80  | 80.1     | 80.1    | 80.1        | 80.1  | 80.1  | 80.1  | 80.1    |
| 81  | 81.1     | 81.1    | 81.1        | 81.1  | 81.1  | 81.1  | 81.1    |
| 82  | 82.1     | 82.1    | 82.1        | 82.1  | 82.1  | 82.1  | 82.1    |
| 83  | 83.1     | 83.1    | 83.1        | 83.1  | 83.1  | 83.1  | 83.1    |
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| 85  | 85.1     | 85.1    | 85.1        | 85.1  | 85.1  | 85.1  | 85.1    |
| 86  | 86.1     | 86.1    | 86.1        | 86.1  | 86.1  | 86.1  | 86.1    |
| 87  | 87.1     | 87.1    | 87.1        | 87.1  | 87.1  | 87.1  | 87.1    |
| 88  | 88.1     | 88.1    | 88.1        | 88.1  | 88.1  | 88.1  | 88.1    |
| 89  | 89.1     | 89.1    | 89.1        | 89.1  | 89.1  | 89.1  | 89.1    |
| 90  | 90.1     | 90.1    | 90.1        | 90.1  | 90.1  | 90.1  | 90.1    |
| 91  | 91.1     | 91.1    | 91.1        | 91.1  | 91.1  | 91.1  | 91.1    |
| 92  | 92.1     | 92.1    | 92.1        | 92.1  | 92.1  | 92.1  | 92.1    |
| 93  | 93.1     | 93.1    | 93.1        | 93.1  | 93.1  | 93.1  | 93.1    |
| 94  | 94.1     | 94.1    | 94.1        | 94.1  | 94.1  | 94.1  | 94.1    |
| 95  | 95.1     | 95.1    | 95.1        | 95.1  | 95.1  | 95.1  | 95.1    |
| 96  | 96.1     | 96.1    | 96.1        | 96.1  | 96.1  | 96.1  | 96.1    |
| 97  | 97.1     | 97.1    | 97.1        | 97.1  | 97.1  | 97.1  | 97.1    |
| 98  | 98.1     | 98.1    | 98.1        | 98.1  | 98.1  | 98.1  | 98.1    |
| 99  | 99.1     | 99.1    | 99.1        | 99.1  | 99.1  | 99.1  | 99.1    |
| 100 | 100.1    | 100.1   | 100.1       | 100.1 | 100.1 | 100.1 | 100.1   |

ОБЩЕЕ ПОСЛАНИЕ  
 КТО ПОСЛАЕТ, ТО ПОСЛАЕТ  
 КТО ПОСЛАЕТ, ТО ПОСЛАЕТ  
 КТО ПОСЛАЕТ, ТО ПОСЛАЕТ

QUESTION 35

In the future, do you think every able-bodied young man should be required to take a year of military or naval training?

Response to Alternatives in Percentages

|                             | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Ampa-<br>fibious | Com-<br>batant | Aux-<br>iliary |
|-----------------------------|---------------------------|---------------|----------------|-------|------------------|----------------|----------------|
| 1. Yes, I'm for the idea    | 73.0                      | 72.1          | 69.5           | 71.0  | 69.4             | 70.8           | 70.2           |
| 2. No, I'm against it       | 14.0                      | 14.5          | 16.0           | 12.5  | 14.4             | 14.9           | 14.5           |
| 3. Undecided                | 8.7                       | 11.5          | 11.2           | 11.3  | 13.7             | 12.3           | 13.4           |
| 0. Miscellaneous, no answer | 1.3                       | 1.9           | 3.2            | 5.2   | 2.5              | 2.0            | 1.9            |
| N =                         | 308                       | 1431          | 250            | 3551  | 708              | 3737           | 1577           |

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26. Estimated cost of services to be provided

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## QUESTION 36

## Response to Alternatives in Percentages

| Do you think your Petty Officers were interested in what you think and how you feel about things? |  | School and Training | Avia- tion | Sub- marine | Shore | Amph- ibi- ous | Com- bat- ant | Aux- ili- ary | Weight |
|---|--|---------------------|------------|-------------|-------|----------------|---------------|---------------|--------|
| 1.  | Most of them were genuinely interested                     | 4.5                 | 9.4        | 13.5        | 8.3   | 5.1            | 0.5           | 7.9           | 1      |
| 2.  | Most of them showed a fair amount of interest              | 31.0                | 25.4       | 24.3        | 22.4  | 22.8           | 22.2          | 24.0          | 1      |
| 3.  | They were pretty much indifferent                          | 18.1                | 12.4       | 13.6        | 12.4  | 12.7           | 9.6           | 10.9          | 4      |
| 4.  | Only a few were genuinely interested                       | 14.8                | 13.3       | 12.8        | 15.8  | 13.2           | 15.1          | 15.2          | 2      |
| 5.  | Only a few showed even a little interest                   | 12.2                | 14.4       | 12.9        | 13.2  | 11.3           | 13.2          | 15.6          | 2      |
| 6.  | They mostly just ignored our opinions and feelings         | 6.5                 | 12.8       | 10.0        | 12.6  | 16.0           | 17.0          | 13.9          | 4      |
| 7.  | They usually rode roughshod over our feelings and opinions | 5.8                 | 4.2        | 3.6         | 5.8   | 6.9            | 7.6           | 5.6           | 5      |
| 8.  | Undecided, or not sure                                     | 1.9                 | 4.1        | 4.3         | 3.7   | 4.1            | 3.8           | 2.4           | 3      |
| 9.  | Miscellaneous, no answer                                   | 5.2                 | 3.0        | 5.0         | 5.9   | 3.9            | 3.0           | 3.5           | 3      |
| N =   |  | 155                 | 653        | 140         | 1946  | 363            | 1989          | 794           |        |

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| Year | Month | Day | Time  | Location | Remarks               |
|------|-------|-----|-------|----------|-----------------------|
| 1900 | Jan   | 1   | 10:00 | St. Paul | Arrived from New York |
| 1900 | Jan   | 2   | 11:00 | St. Paul | Left for Chicago      |
| 1900 | Jan   | 3   | 12:00 | Chicago  | Arrived from St. Paul |
| 1900 | Jan   | 4   | 13:00 | Chicago  | Left for New York     |
| 1900 | Jan   | 5   | 14:00 | New York | Arrived from Chicago  |
| 1900 | Jan   | 6   | 15:00 | New York | Left for St. Paul     |
| 1900 | Jan   | 7   | 16:00 | St. Paul | Arrived from New York |
| 1900 | Jan   | 8   | 17:00 | St. Paul | Left for Chicago      |
| 1900 | Jan   | 9   | 18:00 | Chicago  | Arrived from St. Paul |
| 1900 | Jan   | 10  | 19:00 | Chicago  | Left for New York     |
| 1900 | Jan   | 11  | 20:00 | New York | Arrived from Chicago  |
| 1900 | Jan   | 12  | 21:00 | New York | Left for St. Paul     |
| 1900 | Jan   | 13  | 22:00 | St. Paul | Arrived from New York |
| 1900 | Jan   | 14  | 23:00 | St. Paul | Left for Chicago      |
| 1900 | Jan   | 15  | 24:00 | Chicago  | Arrived from St. Paul |
| 1900 | Jan   | 16  | 25:00 | Chicago  | Left for New York     |
| 1900 | Jan   | 17  | 26:00 | New York | Arrived from Chicago  |
| 1900 | Jan   | 18  | 27:00 | New York | Left for St. Paul     |
| 1900 | Jan   | 19  | 28:00 | St. Paul | Arrived from New York |
| 1900 | Jan   | 20  | 29:00 | St. Paul | Left for Chicago      |
| 1900 | Jan   | 21  | 30:00 | Chicago  | Arrived from St. Paul |
| 1900 | Jan   | 22  | 31:00 | Chicago  | Left for New York     |
| 1900 | Jan   | 23  | 32:00 | New York | Arrived from Chicago  |
| 1900 | Jan   | 24  | 33:00 | New York | Left for St. Paul     |
| 1900 | Jan   | 25  | 34:00 | St. Paul | Arrived from New York |
| 1900 | Jan   | 26  | 35:00 | St. Paul | Left for Chicago      |
| 1900 | Jan   | 27  | 36:00 | Chicago  | Arrived from St. Paul |
| 1900 | Jan   | 28  | 37:00 | Chicago  | Left for New York     |
| 1900 | Jan   | 29  | 38:00 | New York | Arrived from Chicago  |
| 1900 | Jan   | 30  | 39:00 | New York | Left for St. Paul     |
| 1900 | Jan   | 31  | 40:00 | St. Paul | Arrived from New York |



TABLE XXXIX

## Response to Alternatives in Percentages

| School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---------------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
| 7.1                       | 7.2           | 4.8            | 0.6   | 3.3                  | 5.2                 | 4.1                  | 1      |
| 26.0                      | 22.1          | 22.4           | 22.6  | 18.4                 | 17.6                | 16.9                 | 2      |
| 26.3                      | 21.5          | 21.6           | 19.3  | 15.2                 | 18.5                | 18.6                 | 3      |
| 6.5                       | 8.2           | 9.2            | 8.4   | 9.0                  | 9.9                 | 9.4                  | 4      |
| 22.1                      | 21.6          | 20.8           | 17.5  | 25.3                 | 22.2                | 24.6                 | 5      |
| 7.8                       | 11.8          | 11.6           | 10.0  | 17.4                 | 15.2                | 14.5                 | 6      |
| 1.3                       | 3.8           | 3.6            | 3.6   | 5.3                  | 6.3                 | 6.4                  | 7      |
| 1.6                       | 1.6           | 1.2            | 3.1   | 3.1                  | 2.4                 | 2.1                  | 4      |
| 1.3                       | 2.2           | 4.8            | 6.9   | 3.0                  | 2.7                 | 2.4                  | 4      |
| 308                       | 1431          | 250            | 1605  | 708                  | 3737                | 1577                 |        |

## QUESTION 38.

In your own experience, have you seen your Officers taking unfair and unjustified advantages of their rank and privileges?

1. They practically never did
2. Only a few, and then not very often
3. Only a few, but they did it regularly
4. About 50-50
5. Most of them did once in awhile
6. Most of them did it nearly all the time
7. They all did it, just about all the time
8. Undecided, not sure
9. Miscellaneous, no answer

N =

## XIX 211

wasborn to William J. and Margaret

|      | -W-    | -MO- | -HQA- | -LQ- | -STO- | -M- | -P- | I    |
|------|--------|------|-------|------|-------|-----|-----|------|
| Held | -11-33 | -101 | 800   | 800  | 800   | 800 | 800 | 1000 |
| 1    | 1.1    | 6.6  | 0.0   | 7.1  | 0.1   | 0.1 | 1.1 | 1.1  |
| 2    | 6.6    | 7.1  | 8.1   | 9.0  | 8.0   | 8.0 | 8.0 | 8.0  |
| 3    | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 4    | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 5    | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 6    | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 7    | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 8    | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 9    | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 10   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 11   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 12   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 13   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 14   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 15   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 16   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 17   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 18   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 19   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |
| 20   | 1.1    | 1.1  | 1.1   | 1.1  | 1.1   | 1.1 | 1.1 | 1.1  |

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THE UNIVERSITY OF CHICAGO

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1970-1971

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第 一 章

TABLE L

## Response to Alternatives in Percentages

| QUESTION 40   | School and Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibi-<br>ous | Com-<br>bat-<br>ant | Aux-<br>illi-<br>ary | Weight |
|---|---------------------|---------------|----------------|-------|----------------------|---------------------|----------------------|--------|
|   |                     |               |                |       |                      |                     |                      |        |
| Do you feel the Navy gave you enough trade training or education? |                     |               |                |       |                      |                     |                      |        |
| 1. I didn't expect any, didn't get any                            | 2.4                 | 11.1          | 12.0           | 14.9  | 14.4                 | 13.4                | 15.5                 | 3      |
| 2. Didn't expect any, and what I got wasn't worth much            | 2.6                 | 9.3           | 11.2           | 12.5  | 10.8                 | 14.6                | 13.5                 | 3      |
| 3. I didn't expect any, but I got some good stuff anyhow          | 9.4                 | 13.4          | 13.2           | 13.5  | 15.1                 | 12.2                | 14.0                 | 1      |
| 4. Got enough good stuff, but different than I expected           | 8.2                 | 16.6          | 15.2           | 15.3  | 16.8                 | 16.2                | 16.6                 | 1      |
| 5. Got as much good stuff as I expected                           | 21.7                | 14.0          | 14.0           | 10.5  | 10.4                 | 10.0                | 10.6                 | 1      |
| 6. Really got more than I thought I would                         | 49.6                | 20.5          | 18.8           | 12.0  | 13.0                 | 10.5                | 13.0                 | 1      |
| 7. Undecided, not sure  | 4.5                 | 8.5           | 7.2            | 10.4  | 12.5                 | 10.1                | 9.8                  | 2      |
| 0. Miscellaneous, no answer                                       | 1.6                 | 6.5           | 6.4            | 10.9  | 7.0                  | 8.0                 | 7.0                  | 2      |
| N =   | 508                 | 1431          | 250            | 3551  | 708                  | 3737                | 1577                 |        |

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## Response to Alternatives in Percentages

## QUESTION 41

If you were to make suggestions about how things in your outfit could be improved, or done better, how do you think they would be received by those who could put them to use?

|  | School<br>and<br>Training | Avia-<br>tion | Sub-<br>marine | Shore | Amph-<br>ibious | Com-<br>batant | Aux-<br>iliary |
|--|---------------------------|---------------|----------------|-------|-----------------|----------------|----------------|
| 1. Any suggestions would get careful consideration         | 12.2                      | 11.5          | 13.6           | 11.3  | 9.1             | 9.5            | 10.5           |
| 2. Get a little attention, but not very much               | 37.5                      | 26.7          | 26.0           | 23.8  | 20.7            | 21.1           | 21.9           |
| 3. No consideration at all                                 | 18.7                      | 20.5          | 19.3           | 16.2  | 20.7            | 17.7           | 17.5           |
| 4. I'd be told the Navy way is already the best            | 19.3                      | 27.4          | 18.6           | 27.0  | 32.0            | 31.0           | 31.6           |
| 5. I saw nothing on which I could suggest any improvements | 0                         | 2.0           | 3.5            | 3.2   | 3.0             | 3.3            | 3.3            |
| 6. Undecided, not sure                                     | 5.2                       | 7.3           | 5.7            | 8.0   | 8.0             | 10.0           | 9.3            |
| 0. Miscellaneous, no answer                                | 7.1                       | 4.6           | 14.3           | 10.5  | 6.5             | 7.4            | 6.9            |
| N =  | 155                       | 693           | 140            | 1946  | 393             | 1889           | 794            |

# Table 1

Table 1. Summary of data for the first 1000 observations.

Table 1. Summary of data for the first 1000 observations.

| Year | Month | Day | Time  | Location  | Temperature (°C) | Humidity (%) | Wind Speed (km/h) | Cloud Cover (%) | Visibility (km) | Notes      |
|------|-------|-----|-------|-----------|------------------|--------------|-------------------|-----------------|-----------------|------------|
| 1998 | Jan   | 1   | 08:00 | Station A | 15.2             | 65           | 12                | 10              | 10              | Clear sky  |
| 1998 | Jan   | 2   | 08:00 | Station A | 14.8             | 68           | 10                | 12              | 10              | Light rain |
| 1998 | Jan   | 3   | 08:00 | Station A | 15.5             | 62           | 15                | 8               | 10              | Clear sky  |
| 1998 | Jan   | 4   | 08:00 | Station A | 16.0             | 60           | 18                | 5               | 10              | Clear sky  |
| 1998 | Jan   | 5   | 08:00 | Station A | 15.8             | 63           | 14                | 10              | 10              | Clear sky  |
| 1998 | Jan   | 6   | 08:00 | Station A | 15.3             | 66           | 11                | 12              | 10              | Light rain |
| 1998 | Jan   | 7   | 08:00 | Station A | 15.7             | 64           | 13                | 10              | 10              | Clear sky  |
| 1998 | Jan   | 8   | 08:00 | Station A | 15.4             | 67           | 12                | 10              | 10              | Light rain |
| 1998 | Jan   | 9   | 08:00 | Station A | 15.9             | 61           | 16                | 8               | 10              | Clear sky  |
| 1998 | Jan   | 10  | 08:00 | Station A | 15.6             | 64           | 14                | 10              | 10              | Clear sky  |

Thesis

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A study of some of  
the factors affecting  
the morale of sepa-  
ratees from the United  
States Navy.

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A study of some of  
the factors affecting  
the morale of sepa-  
ratees from the United  
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A study of some of the factors affecting



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